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IN
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HERBERT B. ADAMS, Editor

History is past Politics and Politics present History — *Freeman*

SECOND SERIES

I-II

METHODS
OF
HISTORICAL STUDY

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I.

SPECIAL METHODS OF HISTORICAL STUDY[1]

AS PURSUED AT THE JOHNS HOPKINS UNIVERSITY AND AT SMITH COLLEGE.

THE main principle of historical training at the Johns Hopkins University is to encourage independent thought and research. Little heed is given to text-books, or the mere phraseology of history, but all stress is laid upon clear and original statements of fact and opinion, whether the student's own or the opinion of a consulted author. The comparative method of reading and study is followed by means of assigning to individual members of the class separate topics, with references to various standard works. These topics are duly reported upon by the appointees, either *ex tempore*, with the aid of a few notes, or in formal papers, which are discussed

[1] This article contains extracts from a paper on "History: Its Place in American Colleges," originally contributed in October, 1879, to *The Alumnus*, a literary and educational quarterly then published in Philadelphia, but now suspended and entirely out of print. A few extracts have also been made from an article on "Co-operation in University work," in the second number of *The Johns Hopkins University Studies in Historical and Political Science*. But the body of the article is new, and was written at the request of Dr. G. Stanley Hall, as a contribution to the "Methods of History," Vol. I. of the Pedagogical Library, Boston: Ginn, Heath & Co., 1883. By the kind permission of the publishers, the chapter is here reproduced in connection with a paper on "New Methods of Study in History," which is now for the first time printed, but which is the natural outgrowth of the original paper and, like that, suggested by Dr. G. Stanley Hall, for pedagogical purposes.

at length by the class. The oral method has been found to afford a better opportunity than essays for question and discussion, and it is in itself a good means of individual training, for the student thereby learns to think more of substance than of form. Where essays are written, more time is usually expended on style than on the acquisition of facts. If the student has a well-arranged brief, like a lawyer's, and a head full of ideas, he will express himself at least intelligibly, and clearness and elegance will come with sufficient practice. The *ex tempore* method, with a good brief or abstract (which may be dictated to the class) is one of the best methods for the teacher as well as for the student. The idea should be, in both cases, to personify historical science in the individual who is speaking upon a given topic. A book or an essay, however symmetrical it may be, is often only a fossil, a lifeless thing; but a student or teacher talking from a clear head is a fountain of living science. A class of bright minds quickly discern the difference between a phrase-maker and a man of ideas.

As an illustration of the kind of subjects in mediæval history studied in 1878, independently of any text-book, by a class of undergraduates, from eighteen to twenty-two years of age, the following list of essay-topics is appended: —

1. Influence of Roman Law during the middle ages. (Savigny, Sir Henry Maine, Guizot, Hadley).
2. The kingdom of Theodoric, the East Goth. (Milman, Gibbon, Freeman).
3. The conversion of Germany. (Merivale, Milman, Trench).
4. The conversion of England. (Bede, Milman, Freeman, Montalembert, Trench).
5. The civilizing influence of the Benedictine Monks. (Montalembert, Gibbon, Milman).
6. Cloister and cathedral schools. (Einhard, Guizot, Mullinger).
7. The origin and character of mediæval universities. (Green, History of England; Lacroix; various university histories).
8. Modes of legal procedure among the early Teutons. (Waitz, J. L. Laughlin, Lea).
9. Report of studies in "Anglo-Saxon Law." (Henry Adams, *et al*).

10. Origin of Feudalism. Feudal rights, aids, and incidents. (Guizot, Hallam, Stubbs, Digby, Maine, Waitz, Roth).
11. Evils of Feudalism. (Authorities as above).
12. Benefits of Feudalism. (As above).
13. The Saxon Witenagemot and its historical relation to the House of Lords. (Freeman, Stubbs, Hallam, Guizot).
14. Origin of the House of Commons. (Pauli, Creighton, and authorities above stated).
15. Origin of Communal Liberty. (Hegel, Städteverfassung von Italien; Testa, Communes of Lombardy; Wauters, Les libertés communales; Stubbs, Freeman, Guizot, *et al*).

At Smith College, an institution founded at Northampton, Massachusetts, by a generous woman, in the interest of the higher education of her sex, the study of history was pursued by four classes in regular gradation, somewhat after the college model. The First, corresponding to the "Freshman" class, studied oriental or ante-classic history, embracing the Stone Age, Egypt, Palestine, Phœnicia, the empires of Mesopotamia and ancient India. This course was pursued in 1879 by dictations and *ex tempore* lectures on the part of the teacher, and by independent reading on the part of the pupils. The first thing done by the teacher in the introduction to the history of any of the above-mentioned countries, was to explain the sources from which the history of that country was derived, and then to characterize briefly the principal literary works relating to it, not omitting historical novels, like Ebers' "Egyptian Princess," or "Uarda." Afterwards, the salient features, in Egyptian history, for example, were presented by the instructor, under distinct heads, such as geography, religion, art, literature, and chronology. Map-drawing by and before the class was insisted upon; and, in connection with the foregoing subjects, books or portions of books were recommended for private reading. For instance, on the "Geography of Egypt," fifty pages of Herodotus were assigned in Rawlinson's translation. This, and other reading, was done in the so-called "Reference Library," which was provided with all the books that were recommended. An oral account

of such reading was sooner or later demanded from each pupil by the instructor, and fresh points of information were thus continually brought out. The amount of positive fact acquired by a class of seventy-five bright young women bringing together into one focus so many individual rays of knowledge, collected from the best authorities, is likely to burn to ashes the dry bones of any text-book, and to keep the instructor at a white heat.

As an illustration of the amount of reading done *in one term* of ten weeks by this class of beginners in history, the following fair specimen of the lists handed in at the end of the academic year of 1879 is appended. The reading was of course by topics: —

EGYPT.

Unity of History (Freeman).
Geography (Herodotus).
Gods of Egypt (J. Freeman Clarke).
Manners and Customs (Wilkinson).
Upper Egypt (Klunzinger).
Art of Egypt (Lübke).
Hypatia (Kingsley).
Egyptian Princess (Ebers).

PALESTINE.

Sinai and Palestine, 40 pages (Stanley).
History of the Jews (extracts from Josephus).
The Beginnings of Christianity, Chap. VII. (Fisher).
Religion of the Hebrews (J. Freeman Clarke).

PHŒNICIA, ASSYRIA, ETC.

Phœnicia, 50 pages (Kenrick).
Assyrian Discoveries (George Smith).
Chaldean Account of Genesis (George Smith).
Assyrian Architecture (Fergusson).
Art of Central Asia (Lübke).

In the Second, or "Sophomore" class, classic history was pursued by means of the History Primers of Greece and

Rome, supplemented by lectures and dictations, as the time would allow. The Junior class studied mediæval history in much the same way, by text-books (the Epoch Series) and by lectures. Both classes did excellent work of its kind, but it was not the best kind; for little or no stimulus was given to original research. And yet, perhaps, to an outsider, fond of old-fashioned methods of recitation, these classes would have appeared better than the First class. They did harder work, but it was less spontaneous and less scientific. The fault was a fault of method.

With the Senior class the method described as in use at the Johns Hopkins University was tried with marked success. With text-books on modern history as a guide for the whole class, the plan was followed out of assigning to individuals subjects with references for private reading and for an oral report of about fifteen minutes' length. The class took notes on these reports or informal student-lectures as faithfully as on the extended remarks and more formal lectures of the instructor. This system of making a class lecture to itself is, of course, very unequal in its immediate results, and sometimes unsatisfactory; but, as a system of individual training for advanced pupils, it is valuable as a means both of culture and of discipline. Contrast the good to the individual student of any amount of mere text-book memorizing or idle note-taking with the positive culture and wide acquaintance with books, derived *in ten weeks* from such a range of reading as is indicated in the following *bonâ fide* report by one member of the Senior class (1879), who afterwards was a special student of history for two years in the "Annex" at Harvard College, and who in 1881 returned to Smith College for her degree of Ph. D. First are given the subjects assigned to this young woman for research, and the reading done by her in preparation for report to the class; and then is given the list of her general reading in connection with the class work of the term. Other members of the class had other subjects and similar reports: —

I.—SUBJECTS FOR RESEARCH.

1. *Anselm and Roscellinus.*
   Milman's Latin Christianity, Vol. IV., pp. 190–225.
   Ueberweg's History of Philosophy, Vol. I., pp. 271–385.
2. *Platonic Academy at Florence.*
   Roscoe's Life of Lorenzo di Medici, Vol. I., p. 30 *et seq.*
   Burckhardt's Renaissance, Vol. I.
   Villari's Machiavelli, Vol. I., p. 205 *et seq.*
3. *Colet.*
   Seebohm's Oxford Reformers.
4. *Calvin.*
   Fisher's History of the Reformation (Calvin).
   Spalding's History of the Reformation (Calvin).
   D'Aubigné's History of the Reformation, Vol. I., book 2, chap. 7.
5. *Frederick the Great.*
   Macaulay's Essay on Frederick the Great.
   Lowell's Essay on Frederick the Great.
   Ency. Brit. Article on Frederick the Great.
   Menzel's History of Germany (Frederick the Great).
   Carlyle's Frederick the Great (parts of Vols. I., II., III.).
6. *Results of the French Revolution.*
   French Revolution (Epoch Series).

II.—GENERAL READING.

Roscoe's Life of Leo X. (one-half of Vol. I.).
Mrs. Oliphant's Makers of Florence (on cathedral builders, Savonarola, a Private Citizen, Michel Angelo).
Symonds's Renaissance (Savonarola).
Walter Pater's Renaissance (Leonardo da Vinci).
Hallam's Middle Ages (on Italian Republics).
Benvenuto Cellini's Autobiography (about one-half).
Burckhardt's Renaissance (nearly all).
Vasari's Lives of the Painters (da Vinci, Alberti).
Lowell's Essay on Dante.
Carlyle's Essay on Dante.
Trench's Mediæval Church History (Great Councils of the West, Huss and Bohemia, Eve of the Reformation).
Fisher's History of the Reformation (Luther).
White's Eighteen Christian Centuries (16th).
Macaulay's Essay on Ranke's History of the Popes.
Lecky's European Morals (last chapter).
Seebohm's Era of the Protestant Revolution.
Froude's Short Studies on Great Subjects (studies on the times of Erasmus and Luther, the Dissolution of the Monasteries).
Spalding's History of the Reformation (chapter on Luther).

Carlyle's Essay on Luther and Knox.
Hosmer's German Literature (chapters on Luther, Thirty Years' War, Minnesingers and Mastersingers).
Gardiner's Thirty Years' War.
Morris's Age of Anne.
George Eliot's Romola (about one-half.)
Hawthorne's Marble Faun (parts).

It is but fair to say in reference to this vast amount of reading, that it represents the chief work done by the above-mentioned young lady during the summer term, for her class exercises were mainly lectures requiring little outside study. The list will serve not merely as an illustration of Senior work in history at Smith College, but also as an excellent guide for a course of private reading on the *Renaissance and Reformation.* No more interesting or profitable course can be followed than a study of the Beginnings of Modern History. With Symonds's works on the "Renaissance in Italy," Burckhardt's "Civilization of the Period of the Renaissance" (English translation), and Seebohm's "Era of the Protestant Revolution" (Epoch series) for guide-books, a college instructor can indicate to his pupils lines of special investigation more grateful than text-book "cramming," more inspiring than lectures or dictations. The latter, though good to a certain extent, become deadening to a class when its members are no longer stimulated to original research, but sink back in passive reliance upon the authority of the lecturer. That method of teaching history which converts bright young pupils into note-taking machines is a bad method. It is the construction of a poor text-book at the expense of much valuable time and youthful energy. Goethe satirized this, the fault of German academic instruction, in Mephistopheles' counsel to the student, who is advised to study well his notes, in order to see that the professor says nothing which he hasn't said already: —

> Damit ihr nachher besser seht,
> Dass er nichts sagt, als was im Buche steht;
> Doch euch des Schreibens ja befleisst,
> Als dictirt' euch der Heilig' Geist!

The simple-minded student assents to this counsel, and says it is a great comfort to have everything in black and white, so that he can carry it all home. But no scrap-book of facts can give wisdom, any more than a tank of water can form a running spring. It is, perhaps, of as much consequence to teach a young person *how* to study history as to teach him history itself.

The above notes were written in the summer of 1879, and were published in October of that year, after the author's return to Baltimore. Subsequent experience at Smith College, in the spring terms of 1880 and 1881, when the lecturer's four years' partial connection with Smith College terminated, showed the necessity of a reference library for each class, the resources of the main collection in the reading-room having proved inadequate to the growing historical needs of the college. Instead of buying text-books, the members of each class, with the money which text-books would have cost, formed a library fund, from which a book committee purchased such standard works (often with duplicate copies) as the lecturer recommended. The class libraries were kept in places generally accessible; for example, in the front halls of the "cottage" dormitories. Each class had its own system of rules for library administration. Books that were in greatest demand could be kept out only one or two days. The amount of reading by special topics accomplished in this way in a single term was really most remarkable. Note-books with abstracts of daily work were kept, and finally handed in as a part of the term's examination. Oral examinations upon reading, pursued in connection with the lectures, were maintained throughout the term, and, at the close, a written examination upon the lectures and other required topics, together with a certain range of optional subjects, fairly tested the results of this voluntary method of historical study. The amount of knowledge acquired in this

way would as much surpass the substance of any system of lectures or any mere text-book acquisitions as a class library of standard historians surpasses an individual teacher or any historical manual. This method of study is practicable in any high-school class of moderate size. If classes are generous, they will leave their libraries to successors, who can thus build up a collection for historical reference within the school itself, which will thus become a seminary of living science.

A development of the above idea of special libraries may be seen in the foundation, at the Johns Hopkins University, in 1881–2, of a special library for the study of American Institutional History by college graduates. There was nothing really new about the idea except its application. German universities have their *seminarium* libraries distinct from the main university library, although often in the same building. In Baltimore, the special library was established in the lecture-room where the class meets. The design of the collection was to gather within easy reach the chief authorities used in class work and in such original investigations as were then in progress. The special aim, however, was to bring together the statutory law and colonial archives of the older States of the Union, together with the journals of Congress, American State papers, and the writings and lives of American statesmen. The statutes of England and parliamentary reports on subjects of particular interest were next secured. Then followed, in December, 1882, the acquisition of the Bluntschli Library of three thousand volumes, with many rare pamphlets and Bluntschli's manuscripts, including his notes taken under Niebuhr the historian, and under Savigny the jurist. This library of the lamented Dr. Bluntschli, professor of constitutional and international law in Heidelberg, was presented to the Johns Hopkins University by German citizens of Baltimore; and it represents, not only in its transfer to America, but in its very constitution, the internationality of modern science. Here is a library, which, under the care of a great

master, developed from the narrow chronicles of a Swiss town and canton into a library of cosmopolitan character, embracing many nations in its scope. Into this inheritance the Seminary Library of American Institutional History has now entered. Although the special work of the Seminary will still be directed toward American themes, yet it will be from the vantage-ground of the Bluntschli Library, and with the knowledge that this great collection was the outgrowth of communal studies similar to those now in progress in Baltimore.

A word may be added in this connection touching the nature of graduate-work in history at the Johns Hopkins University. What was said in the early part of this article applied only to undergraduates, who develop into the very best class of graduate students now present at the University. The idea of a co-operative study of American local institutions, by graduate students representing different sections of country, evolved very naturally from the Baltimore environment. Germinant interest in the subject originated in a study of New England towns, in a spring sojourn for four years at Smith College, Northampton, Mass., and in summer tours along the New England coast; but the development of this interest was made possible by associations in Baltimore with men from the South and the West, who were able and willing to describe the institutions of their own States for purposes of comparison with the institutions of other States. Thus it has come about that the parishes, districts, and counties of Maryland, Virginia, and the Carolinas are placed historically side by side with the townships of the West and the towns and parishes of New England; so that, by and by, all men will see how much these different sections have in common.

There is a great variety of subjects pertaining to American local life in its rural and municipal manifestations. Not only the history of local government, but the history of schools, churches, charities, manufactures, industries, prices, economics, municipal protection, municipal reforms, local taxation, repre-

sentation, administration, poor laws, liquor laws, labor laws, and a thousand and one chapters of legal and social history are yet to be written in every State. Johns Hopkins students have selected only a few topics like towns, parishes, manors, certain state systems of free schools, a few phases of city government, a few French and Indian villages in the Northwest, certain territorial institutions, Canadian feudalism, the town institutions of New England (to a limited extent); but there is left historical territory enough for student immigration throughout the next hundred years. The beauty of science is that there are always new worlds to discover. And at the present moment there await the student pioneer vast tracts of American institutional and economic history almost as untouched as were once the forests of America, her coal measures and prairies, her mines of iron, silver, and gold. Individual and local effort will almost everywhere meet with quick recognition and grateful returns. But scientific and cosmopolitan relations with college and university centres, together with the generous co-operation of all explorers in the same field, will certainly yield the most satisfactory results both to the individual and to the community which he represents.

It is highly important that isolated students who desire to co-operate in this kind of work should avail themselves of the existing machinery of local libraries, the local press, local societies, and local clubs. If such things do not exist, the most needful should be created. No community is too small for a book club and for an association of some sort. Local studies should always be connected in some way with the life of the community, and should always be used to quicken that life to higher consciousness. A student, a teacher, who prepares a paper on local history or some social question, should read it before the village lyceum or some literary club or an association of teachers. If encouraged to believe his work of any general interest or permanent value, he should print it in the local paper or in a local magazine, perhaps an educa-

tional journal, without aspiring to the highest popular monthlies, which will certainly reject all purely local contributions by unknown contributors. It is far more practicable to publish by local aid in pamphlet form or in the proceedings of associations and learned societies, before which such papers may sometimes be read.

From a variety of considerations, the writer is persuaded that one of the best introductions to history that can be given in American high schools, and even in those of lower grade, is through a study of the community in which the school is placed. History, like charity, begins at home. The best American citizens are those who mind home affairs and local interests. "That man's the best cosmopolite who loves his native country best." The best students of universal history are those who know some one country or some one subject well. The family, the hamlet, the neighborhood, the community, the parish, the village, town, city, county, and state are historically the ways by which men have approached national and international life. It was a preliminary study of the geography of Frankfort-on-the-Main that led Carl Ritter to study the physical structure of Europe and Asia, and thus to establish the new science of comparative geography. He says: "Whoever has wandered through the valleys and woods, and over the hills and mountains of his own state, will be the one capable of following a Herodotus in his wanderings over the globe." And we may say, as Ritter said of the science of geography, the first step in history is to know thoroughly the district where we live. In America, Guyot represented for many years this method of teaching geography. Huxley, in his Physiography, has introduced pupils to a study of Nature as a whole, by calling attention to the physical features of the Thames valley and the wide range of natural phenomena that may be observed in any English parish. Humboldt long ago said in his Cosmos: "Every little nook and shaded corner is but a reflection of the whole of Nature." There is something

very suggestive and very quickening in a philosophy of Nature and history which regards every spot of the earth's surface, every pebble, every form of organic life, from the lowest mollusk to the highest phase of human society, as a perfect microcosm, perhaps an undiscovered world of suggestive truth. But it is important to remember that all these things should be studied in their widest relations. Natural history is of no significance if viewed apart from Man. Human history is without foundation if separated from Nature. The deeds of men, the genealogy of families, the annals of quiet neighborhoods, the records of towns, states, and nations are *per se* of little consequence to history unless in some way these isolated things are brought into vital connection with the progress and science of the world. To establish such connections is sometimes like the discovery of unknown lands, the exploration of new countries, and the widening of the world's horizon.

American local history should be studied as a contribution to national history. This country will yet be viewed and reviewed as an organism of historic growth, developing from minute germs, from the very protoplasm of state life. And some day this country will be studied in its international relations, as an organic part of a larger organism now vaguely called the World State, but as surely developing through the operation of economic, legal, social, and scientific forces as the American Union, the German and British Empires are evolving into higher forms. American history in its widest relations is not to be written by any one man nor by any one generation of men. Our history will grow with the nation and with its developing consciousness of internationality. The present possibilities for the real progress of historic and economic science lie, first and foremost, in the development of a generation of economists and practical historians, who realize that history is past politics and politics present history; secondly, in the expansion of the local consciousness into a fuller sense of its historic worth and dignity, of the cosmo-

politan relations of modern local life, and of its own wholesome conservative power in these days of growing centralization. National and international life can best develop upon the constitutional basis of local self-government in church and state.

The work of developing a generation of specialists has already begun in the college and the university. The development of local consciousness can perhaps be best stimulated through the common school. It may be a suggestive fact that the school committee of Great Barrington, Mass., lately voted (*Berkshire Courier*, Sept. 6, 1882) to introduce into their village high school,[1] in the hands of an Amherst graduate, in connection with Nordhoff's "Politics for Young Americans," and Jevons' "Primer of Political Economy," the article upon "The Germanic Origin of New England Towns," which was once read in part before the Village Improvement Society of Stockbridge, Mass., Aug. 24, 1881, and published in the *Pittsfield Evening Journal* of that day. Local demand really occasioned a university supply of the article[2] in question. The possible connection between the college and the common school is still better illustrated by the case of Professor Macy, of Iowa College, Grinnell, who is one of the most active pioneers in teaching "the real homely facts of government," and who in 1881 published a little tract on Civil Government in Iowa, which is now used by teachers throughout that entire State in preparing their oral instructions for young pupils, beginning with the township and the county, the institutions that are "nearest and most easily learned." A special pupil of Professor Macy's—Albert Shaw, A. B., Iowa College, 1879—is now writing a similar treatise on Civil Government in Illinois, for school use in that State. There should be such a manual for every State in the Union.

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[1] The catalogue of the Great Barrington High School (1882) shows that the study of history and politics is there founded, as it should be, upon a geographical basis.

[2] *Johns Hopkins University Studies in Historical and Political Science*, II. "The Germanic Origin of New England Towns."

But the writer would like to see a text-book which not only explains, as does Principal Macy, "the real homely facts of government," but which also suggests how those facts came to be. A study of the practical workings of local government and of the American Constitution is a study of politics which every young American ought to pursue. But a study of the origin and development of American institutions is a study of history in one of its most important branches. It is not necessary that young Americans should grapple with "the Constitution" at the very outset. Their forefathers put their energies into the founding of villages, towns, and plantations before they thought of American independence. Their first country this side of the Atlantic was the colony; in some instances, the county. It is not unworthy of sons to study the historic work of fathers who constructed a nation upon the solid rock of local self-government in church and state.

If young Americans are to appreciate their religious and political inheritance, they must learn its intrinsic worth. They must be taught to appreciate the common and lowly things around them. They should grow up with as profound respect for town and parish meetings as for the State legislature, not to speak of the Houses of Congress. They should recognize the majesty of the law, even in the parish constable as well as in the high sheriff of the county. They should look on selectmen as the head men of the town, the survival of the old English reeve and four best men of the parish. They should be taught to see in the town common or village green a survival of that primitive institution of land-community upon which town and state are based. They should be taught the meaning of town and family names; how the word "town" means, primarily, a place *hedged in* for purposes of defence; how the picket-fences around home and house-lot are but a survival of the primitive *town* idea; how *home*, *hamlet*, and *town* live on together in a name like *Hampton*, or *Home-town*. They should investigate the most ordinary things, for these are often the most archaic. For example, there is the

village pound, which Sir Henry Maine says is one of the most ancient institutions, "older than the king's bench, and probably older than the kingdom." There, too, are the field-drivers (still known in New England), the ancient town herdsmen, village shepherds, and village swine-herds (once common in this country), who serve to connect our historic life with the earliest pastoral beginnings of mankind.

It would certainly be an excellent thing for the development of historical science in America if teachers in our public schools would cultivate the historical spirit in their pupils with special reference to the local environment. Something more than local history can be drawn from such sources. Take the Indian relics, the arrow-heads which a boy has found in his father's field, or which may have been given him by some antiquary: here are texts for familiar talks by the teacher upon the "Stone Age" and the progress of the world from savage beginnings. Indian names still linger upon our landscapes, upon our mountains, rivers, fields, and meadows, affording a suggestive parallel between the "exterminated" natives of England and New England. What a quickening impulse could be given to a class of bright pupils by a visit to some scene of ancient conflict with the Indians, like that at Bloody Brook in South Deerfield, Mass., or to such an interesting local museum as that in Old Deerfield, where is exhibited in a good state of preservation, the door of an early settler's house,—a door cut through by Indian tomahawks!

A multitude of historical associations gather around every old town and hamlet in the land. There are local legends and traditions, household tales, stories told by grandfathers and grandmothers, incidents remembered by "the oldest inhabitants." But above all in importance are the old documents and manuscript records of the first settlers, the early pioneers, the founders of our towns. Here are sources of information more authentic than tradition, and yet often entirely neglected. If teachers would simply make a few extracts from these unpublished records, they would soon

have sufficient materials in their hands for elucidating local history to their pupils and fellow-townsmen. The publication of such extracts in the local paper is one of the best ways to quicken local interest in matters of history. Biographies of "the first families," of the various ministers, doctors, lawyers, "Squires," "Generals," "Colonels," college graduates, school-teachers, and leading citizens,—these are all legitimate and pleasant means of kindling historical interest in the community and in the schools. The town fathers, the fathers of families, and all their sons and daughters will quickly catch the bearings of this kind of historical study, for it takes hold upon the life of the community and quickens not only pride in the past but hope for the future.

In order to study history it is not necessary to begin with dead men's bones, with Theban dynasties, the kings of Assyria, the royal families of Europe, or even with the presidents of the United States. These subjects have their importance in certain connections, but for beginners in history there are perhaps other subjects of greater interest and vitality. The most natural entrance to a knowledge of the history of the world is from a local environment through widening circles of interest, until, from the rising ground of the present, the broad horizon of the past comes clearly into view. There is hardly a subject of contemporary interest which, if properly studied, will not carry the mind back to a remote antiquity, to historic relations as wide as the world itself. A study of the community in which the student dwells will serve to connect that community not only with the origin and growth of the State and Nation, but with the mother-country, with the German fatherland, with village communities throughout the Aryan world,—from Germany and Russia to old Greece and Rome; from these classic lands to Persia and India. Such modern connections with the distant Orient are more refreshing than the genealogy of Darius the son of Hystaspes.

I would not be understood as disparaging ancient or old-world history, for, if rightly taught, this is the most inter-

esting of all history; but I would be understood as emphasizing the importance of studying the antiquity which survives in the present and in this country. America is not such a new world as it seems to many foreigners. Geologists tell us that our continent is the oldest of all. Historians like Mr. Freeman declare that if we want to see Old England we must go to New England. Old France survives in French Canada. In Virginia, peculiarities of the West Saxon dialect are still preserved. Professor James A. Harrison, of Lexington, Virginia, writes me that in Louisiana and Mississippi, where upon old French and Spanish settlements the English finally planted, there are "sometimes three traditions super-imposed, one on the other." Men like George W. Cable and Charles Gayarré have been mining to good advantage in such historic strata. If American students and teachers are equally wise, they will look about their own homes before visiting the land of Chaldæa.

The main difficulty with existing methods of teaching history seems to be that the subject is treated as a record of dead facts, and not as a living science. Pupils fail to realize the vital connection between the past and the present; they do not understand that ancient history was the dawn of a light which is still shining on; they do not grasp the essential idea of history, which is the growing self-knowledge of a living, progressive age. Etymologically and practically, the study of history is simply a learning by inquiry. According to Professor Droysen, who is one of the most eminent historians in Berlin, the historical method is merely *to understand by means of research*. Now it seems entirely practicable for every teacher and student of history to promote, in a limited way, the "know thyself" of the nineteenth century by original investigation of things not yet fully known, and by communicating to others the results of his individual study. The pursuit of history may thus become an active instead of a passive process, — an increasing joy instead of a depressing burden. Students will thus learn that history is not entirely

bound up in text-books; that it does not consist altogether in what this or that learned authority has to say about the world. What the world believes concerning itself, after all that men have written, and what the student thinks of the world, after viewing it with the aid of guide-books and with his own eyes, — these are matters of some moment in the developmental process of that active self-knowledge and philosophic reflection which make history a living science instead of a museum of facts and of books "as dry as dust." Works of history, the so-called standard authorities, are likely to become dead specimens of humanity unless they continue in some way to quicken the living age. But written history seldom fails to accomplish this end, and even antiquated works often continue their influence if viewed as progressive phases of human self-knowledge. Monuments and inscriptions can never grow old so long as the race is young. New meaning is put into ancient records; fresh garlands are hung upon broken statues; new temples are built from classic materials; and the world rejoices at its constant self-renewal.

II.

NEW METHODS OF STUDY IN HISTORY.[1]

The methods of historical study which are to be described in this paper may be specified as the Topical method, the Comparative method, the Co-operative method, and the Seminary or Laboratory method.

1.—THE TOPICAL METHOD.

A story is told of the introduction of biology to a class in an American college by a young professor, who, when asked by the college president if he did not intend to begin his class-work with a study of great principles, replied "No, we shall begin with a bushel of clams." If there is any guiding principle in the study of historical as well as of natural science, it is "The way to that which is general is through that which is special."[2] For beginners in history concrete facts

[1] This paper was read in abstract before the American Social Science Association, at Saratoga, September 4, 1883. It has since been considerably enlarged, especially upon the subject of the Seminary method, which has lately been worked out at the Johns Hopkins University in certain peculiar and practical ways, which may have more than a local interest. Dr. G. Stanley Hall and others interested in American pedagogics have urged the publication of a fuller account of the Baltimore Seminary, than the foregoing chapter which appeared in his book. The present article, while giving in detail the history of a local institution, which has evolved in its own way, treats of historical seminaries in general, so that the subject may be fairly represented.

[2] O. Yäger, quoted by Diesterweg, in Dr. Hall's volume on "Methods of Teaching History," 146.

are quite as essential as clams or earth-worms for beginners in biology. It makes little difference with what class of facts the student begins, provided they are not too complex for easy apprehension. A child may find historical culture in Bible stories, in Aryan mythology, in the Arabian Nights, in the legends of the middle ages, in the Boy's Froissart, or in the travels and adventures of Captain John Smith. Children of a larger growth may find as much profit in studying incidents of ancient as incidents of modern history. As far as mere culture is concerned, old Rome may be as suggestive as modern England. Ancient Egypt has its parallel in modern China. Democracy in Europe is fully as interesting as democracy in America. The point is that universal history may be approached in a great variety of special ways, any one of which may be as good as another. They are like the Brahminical philosopher's idea of different religious revelations,—gates leading into the same city. All roads lead to Rome, and all roads lead to history.

But while this general truth remains, that a student may approach history from any standpoint he may choose to take, whether in the ancient or in the modern world, at the beginning or at the end of historic time, it also remains true that there is a certain practical advantage in beginning historical study with that which is nearest and most familiar. A man's own family, community, country, and race are the most natural objects of historical interest, because man is born into such associations and because an historical knowledge of them will always be the most valuable form of historical culture, for these subjects most concern our own life, our past, present, and future. In history, as in biology, live specimens are usually better than dead ones. As a live dog is better than a dead lion, so historical subjects which possess vitality or continuity of interest from age to age, are the fittest for historical study. Some characters and scenes of history are of fresh and perennial interest although belonging to ages now remote. Other topics seem to have no enduring life, and, like dead specimens

of zoölogy, are relegated to antiquarian museums. *Life* is of supreme interest to history, as it is to biology; hence those nations and men that have made the present what it is will always be the best topics for historical study.

The field of history is so vast, it is cumbered with so many ruins and dead men's bones, that it is almost impossible to range over the whole tract and to identify all the past. There are some things which interest us and some which do not. It is better to rescue a few topics of living interest than to waste time and strength upon a dead past which buries itself. Accordingly, in teaching or studying any given section of history, whether ancient or modern, American or Assyrian, English or Egyptian, German or Greek, Russian or Roman, it would be well for the teacher or student to hold to living issues, to topics of surviving or of lasting interest. It is not worth while, for example, for most students to learn all the names of Assyrian and Egyptian kings, and how long each dynasty reigned. On the other hand, enduring geographical facts, which have supported kingdoms in Mesopotamia and in the Nile valley during all ages of the world, are of lasting significance. The agriculture, industries, art, science, literature, religion and social culture of these countries will always be of interest to most minds, for these things have entered into the life of the race. The ways and means by which modern science began to find out these early civilizations is almost as interesting as the facts that were discovered. A knowledge of the modern literature concerning ancient Egypt or Assyria is perhaps of even more value to students than a general knowledge of Egyptian chronology.

I should be inclined to recommend, in beginning the study of history by any special method of approach, like the history of America or the history of Egypt, that teacher and class begin work upon the geography of the United States or of the Nile valley. The pupil should be referred to his atlas and the teacher should show his pupil how to draw an outline map of the country under consideration, how to lecture in an

off-hand way, upon the coast-line, mountain-ranges, river-valleys, climate, and other physical characteristics of the land, in short, the enduring natural influences which would affect the people inhabiting this chosen land. Show him where they would settle if they followed the guidance of geography and climate. Such a topic as physical geography, thus viewed in its specific application to a given country, might profitably occupy several class exercises. Then, after a thorough consideration of the lay of the land, comes naturally the topic of the people, the first inhabitants. Were they aborigines, if not, where did they come from as colonists? This question of the origin and connection of races, even if cursorily treated, introduces a class at once to one of the greatest topics in universal history, namely, ethnology. Whether viewed in ancient or modern ways, the subject of the origin and dispersion of races must always remain one of the most fruitful and instructive themes.

After the topics of a chosen land and of a chosen people, should come the subject of the sources of that people's history. What memorials of themselves have the primitive inhabitants of America or of Egypt left behind them? Here is an opportunity, whether in the case of ancient America or of ancient Egypt,[1] for considering the subject of the Stone Age, the first relics of human industry and of the oldest monuments of our race. Whether the illustration be Indian arrow heads or sharp Ethiopian stones, the mounds of the Great West or the pyramids of Egypt, a class of bright students will easily become interested, if not enthusiastic, provided the slightest care is taken to present them with illustrative material in the shape of Stone Age relics, real or pictorial. Egyptian hieroglyphics and Indian picture writing would serve the same great

[1] The idea of Brugsch that "Egypt throws scorn upon the assumed periods of the three ages of stone, of bronze, and of iron," finds striking refutation in Prof. Henry W. Hayne's "Discovery of Palaeolithic Implements in Upper Egypt." Memoirs of the American Academy of Science, vol. x.

purpose of explaining the origin of alphabets and literatures. The special and the concrete are thus transformed into the universal and the philosophic, and that too in the mind of a child. *Universalia in rebus.* A picture of the Rosetta Stone or a story of Indian myths brings different languages and religions into some kind of co-ordination, and even in the study of a single people the history of the world begins to be the history of our common humanity. The religious ideas, the manners and customs of both Indians and Egyptians are among the very best sources of universal history, and no teacher or student can afford to neglect such topics. Under the head of the sources of American or of Egyptian history a great variety of special topics will suggest themselves as class-work advances and as individual interest kindles for concrete realities.

So varied and so deep becomes the interest in topical history that no manual or mere sketch is sufficient to satisfy the demands of a quick and eager class. Original sources and standard authorities are seen to be fresher, purer, and stronger than the tiny rill of school-book literature which rarely flows from the real fountain-head, but from standing reservoirs of derived knowledge. It is of great importance in the pedagogical process of teaching history that the student should learn the origin of written history, how manuals and standard histories are constructed; otherwise, the student will look upon the book or manual as a final authority. He should, on the contrary, look at all written history as simply a current, more or less colored by human prejudice, a current which has come down, like the Nile or the Mississippi, from some higher and more original source than the passing stream. Such a consciousness leads the student to further inquiry, to a habit of mind like that of explorers who sought the sources of the Nile or of the Congo. To develop this inquiring habit in pupils is an easy matter, but it is not always so easy to gratify awakened curiosity. Pupils should, however, be taught to find out things for themselves and not to despise

the teacher or an author, if he does not profess to know everything that can be discovered. The sooner pupils and teacher consent to work together, the better it will be for both.

American teachers are beginning to introduce their pupils to American history in special ways. In Boston, during the summer vacation of 1883, a course of lectures for young people was given in the Old South Church by a number of specialists, encouraged by Mrs. Augustus Hemenway, upon such commonplace topics as History in the Boston Streets, Franklin the Boston Boy, Samuel Adams the Man of the Town meeting, Concord, Plymouth, and Governor Bradford. In connection with each lecture was published a miniature historical journal called "Old South Leaflets," containing short extracts from original sources of New England History, for example an extract from Bradford's History of Plymouth Plantation describing the preliminary arrival of the Pilgrim Fathers in Cape Cod Harbor, before their landing upon Plymouth Rock. In connection with the lecture on Concord, given by Mr. Frank B. Sanborn, was printed an extract from Ralph Waldo Emerson's Discourse on the Second Centennial Anniversary of the Incorporation of the Town, together with that famous Concord hymn written by the poet-sage, where

> "once the embattled farmers stood,
> And fired the shot heard round the world."

To accompany the lecture on Town meeting, by Professor James K. Hosmer, extracts were printed from Jefferson and De Tocqueville, and from the revolutionary correspondence of the famous committees of safety which evolved from those popular assemblies under the guidance of men like Samuel Adams, the Man of the Town meeting. Such topical lectures explain how the American Revolution was kindled. These are good illustrations of the topical method of introducing pupils not only to New England history, but to the history of our common country. One cannot help believing that the

Old South Church[1] proved a better school-house and a more suggestive school-book during a summer vacation than many which bear the name, year in and year out.

It is undoubtedly the most profitable course for American Common Schools and High Schools to approach the study of history, as they usually do, from an American standpoint, from which the field of vision widens gradually over English and French history. But it is possible, in many instances, to make American history more interesting and more suggestive by improving the local environment, by opening fresh vistas with widening outlook from the local vantage ground of State, County, Town, and Village. The American standpoint will afford broader views and more local coloring by special methods of observation.

One of the best illustrations of the topical method as applied to the study of American history is the class-work of Professor Moses Coit Tyler, at Cornell University, and of Dr. Albert B. Hart, at Harvard University. Cornell is the first American institution which has made American history a distinct specialty, by the establishment of a full professorship, devoted entirely to this department. President White, in his recent report (1883), says: "In no part of the world to-day is there so complete a course in American history, either in extent or equipment,[2] as can be found here."

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[1] A further development of the lecture system in the Old South Church was a course of twelve special lectures by Mr. John Fiske, upon the American Revolution, from "The First Misunderstanding," 1761–'67—until constitutional order evolved out of chaos, 1787–'89.

[2] The equipment of Cornell University for the study of American history is illustrated by the Sparks and May Collections, and by an appropriation from the Trustees, of "over $5,000 during the past year [1883] to special purchases of books in the department of American history." One of the Faculty "has deposited for the use of the students, a large collection of works relating to the most recent period in our history, especially the time of the Civil War. The Executive Committee have also fitted up a commodious lecture-room and a special library for the use of students in this department, and have added to its other equipment a very complete collection of maps." Extracts from President White's Annual Report, 1883.

Professor Tyler, by request of the author of this paper, has prepared the following brief account of a special class-course, which admirably illustrates the topical method:

"Perhaps it may be a peculiarity in my work as a teacher of History here that I am permitted to give my whole attention to American History. At any rate, this fact enables me to organize the work of American History so as to cover, more perfectly than I could otherwise do, the whole field, from the prehistoric times of this continent down to the present, with a minuteness of attention varying, of course, as the importance of the particular topic varies.

"I confess that I adopt for American History the principle which Professor Seeley, of Cambridge, is fond of applying to English History, namely, that while History should be thoroughly scientific in its method, its object should be practical. To this extent I believe in History with a tendency. My interest in our own past is chiefly derived from my interest in our own present and future; and I teach American History, not so much to make historians as to make citizens and good leaders for the State and the Nation. From this point of view, I decide upon the selection of historical topics for special study. At present I should describe them as the following: The native races, especially the Mound-builders and the North American Indians; the alleged Pre-Columbian discoveries; the origin and enforcement of England's claim to North America, as against competing European nations; the motives and methods of English colony-planting in America in the seventeenth and eighteenth centuries; the development of ideas and institutions in the American colonies, with particular reference to religion, education, industry, and civil freedom; the grounds of inter-colonial isolation and of inter-colonial fellowship; the causes and progress of the movement for colonial independence; the history of the formation of the national constitution; the origin and growth of political parties under the constitution; the history of slavery as a factor in American politics, culminating in the civil war of 1861–65. On all

these subjects, I try to generate and preserve in myself and my pupils such an anxiety for the truth, that we shall prefer it even to national traditions or the idolatries of party.

"As to methods of work, I doubt if I have anything to report that is peculiar to myself, or different from the usage of all teachers who try to keep abreast of the times. I am an eclectic. I have tried to learn all the current ways of doing this work, and have appropriated what I thought best suited to our own circumstances. As I have students of all grades, so my methods of work include the recitation, the lecture, and the seminary.[1] I have found it impossible by the two former, to keep my students from settling into a merely passive attitude; it is only by the latter that I can get them into an attitude that is inquisitive, eager, critical, originating. My notion is that the lecturing must be reciprocal. As I lecture to them, so must they lecture to me. We are all students and all lecturers. The law of life with us is co-operation in the search after the truth of history."

In a book recently published by Ginn and Heath, of Boston, on "Methods of Teaching History," there is a thorough exposition of the special or topical method, from the pen of Professor William F. Allen, of the University of Wisconsin. He has also contributed a remarkably full list of "History Topics" pertaining to ancient, mediaeval, and modern history,—including a special group of subjects representing the history of America. This list of topics, filling a dozen small octavo pages, forms an excellent guide to the study not only of universal history, but also of history from any special point of view, whether ancient or modern, Oriental, Grecian, Roman, Frankish, German, French, or American. The list might, perhaps, be supplemented by a fuller set of English topics,

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[1] An excellent illustration of Professor Tyler's seminary work is a paper by Miss Mary E. B. Roberts, of Washington, D. C., on "Bacon's Rebellion," which was read by me before the Historical Seminary in Baltimore, February 8, 1884.

but for an introduction to general history it will admirably serve its purpose. A valuable companion to this list of topics is a chapter on "Historical Literature and Authorities," which will greatly aid the teacher or student who may be engaged in a special line of historical study. One finds here the chief English works of historical literature all conveniently classified by subjects, with brief annotations indicating the special value or weakness of various authorities. It is no small matter for a student to learn the best ways and means of historical inquiry upon such important subjects as Primitive Society, Comparative Mythology, Ethnic Religions, the History of Society, General History, Ancient History, (the Orient, Greece, Rome) the Church, the Reformation, England, Ireland, Scotland, France, the English and French Revolutions, the Nineteenth Century, the United States, and our last civil war. Professor Allen's chronological classification of historical novels, poems, plays, and his mention of books for collateral reading in connection with class-work will also prove of great practical value to teachers and pupils. "Knowledge," says Dr. Johnson, "is of two kinds. We know a subject ourselves, or we know where we can find information upon it."

Professor Allen's views concerning the topical method of historical study are best represented by one or two literal citations from his chapter in the volume above mentioned: "The field of history is so vast and varied that it is impossible, in any college course, to treat all the subjects that deserve to be taken up. All that we can do is to lay out a course, or a number of courses, which appear to meet, as a whole, the needs of the largest number, and which will allow selection, in accordance with tastes, to those who do not care to take it as a whole. . . . As to method, I have also experimented a great deal. For college classes—elective classes especially—nothing seems to me a greater waste of force than to spend the hour with a text-book in my hand, hearing the students repeat what is in the book. Lecturing, however satisfactory in the German universities, I do not find suited to the wants of my

students as a regular mode of *instruction*. For suggestion and for review it may be employed with great advantage; and for regular instruction in fields in which there is no suitable text-book, I am often obliged to have recourse to it. But it requires, to be efficacious, constant questioning, thorough examinations, and occasional inspection of note-books.

"In the method which I have at last settled upon, my aim has been to get some of the benefits which students in the natural sciences acquire from work in laboratories. Students of the age and maturity of juniors and seniors can get the greatest advantage from historical study by doing some independent work akin to laboratory work. I would not be understood as claiming that this is original investigation, in any true sense of the term. Laboratory work in chemistry and physics is not original investigation, neither is the study of topics in history. The object, it must be remembered, is education, not historical investigation; and the object of the educational process is not merely to ascertain facts, but even more: to learn how to ascertain facts. For the student, as a piece of training, historians like Prescott and Bancroft may stand in the place of authorities. To gather facts from them, really at second hand, has for the student much of the educational value of first-hand work. Of course, there is a difference in students, and the work done by some is of a much higher grade than that of others. For the best students it easily and frequently passes into the actual study of authorities at first hand.

"In studying by topics I always desire that the class should have a text-book—a brief compendium—upon which they are liable to be questioned and examined, and which will serve at any rate as a basis and guide of work. My method is then to assign for every day—as long beforehand as possible—special topics to two or three students, which they are to study with as great thoroughness as possible in all the works to which they have access, and present orally in the class, writing out a syllabus beforehand upon the blackboard. If they write out

the topic, and depend upon a written paper, they are much less likely to be certain of their ground and independent in their treatment.

"The topical method here described is successful in proportion to the abundance and accessibility of books of reference. In American history it works best, and here I employ no other. In the dynastic history of ancient and modern times, it is satisfactory in most cases. I combine with it constant map-drawing, and the preparation of a synchronistic chart. In the more advanced courses, owing to the deficiency of good books of reference, it is necessary to abandon the method, or combine it with lectures, recitations, and written essays. It is, of course, impossible to assign topics which cover the whole ground. It is possible, however, to select for this purpose all the names and events of first importance, and it is one of the advantages of the topical method that it thus affords an opportunity to emphasize those facts of history which most need emphasis. It is the special function of the teacher to supplement the topics, to point out their relative importance and their connection with one another, and to help the students in acquiring a complete and accurate general view."

2.—THE COMPARATIVE METHOD.

A great impulse was given to the historical sciences by the introduction of the comparative method into the study of philology, mythology, religion, law, and institutions. It seemed as though the horizon of all of these fields suddenly widened, and as if the world of human thought and research were expanding into new realms. Through comparative philology the kinship of the Indo-European family of nations was made known to History, and upon the basis of this one great fact, comparative mythology, comparative religion, comparative jurisprudence and comparative politics have been raised into independent sciences. Perhaps the grandest result of the comparative method, while broadening the areas of

human knowledge, was the breaking down of that middle wall of partition between nations once thought to be widely different in language, religion, law and government. The ancient and the modern world were brought together. It was seen that Medes and Persians, Greeks and Romans, Kelts, Teutons, and Slaves are all of one common Aryan stock. "Before the great discoveries of modern science," says Freeman, "before that greatest of all its discoveries which has revealed to us the unity of Aryan speech, of Aryan religion, and Aryan political life, the worn out superstitions about 'ancient' and 'modern' ought to pass by like the spectres of darkness. . . . The range of our political vision becomes wider when the application of the comparative method sets before us the *ekklesia* of Athens, the *comitia* of Rome, as institutions, not merely analogous, but absolutely the same thing, parts of the same common Aryan heritage, as the ancient assemblies of our own land. We carry on the tale as we see that it is out of those assemblies that our modern parliaments, our modern courts of justice, our modern public gatherings of every kind, have grown." (On the Study of History, Fortnightly Review, March 1, 1881.)

It would be a fine thing for American students if, in studying special topics in the history of their own country, they would occasionally compare the phases of historic truth here discovered with similar phases of discovery elsewhere; if, for example, the colonial beginnings of North America should be compared with Aryan migrations westward into Greece and Italy, or again with the colonial systems of Greece and of the Roman Empire, or of the English Empire to-day, which is continuing in South Africa and Australia and in Manitoba, the same old spirit of enterprise which colonized the Atlantic seaboard of North America. It would interest young minds to have parallels drawn between English colonies, Grecian commonwealths, Roman provinces, the United Cantons of Switzerland, and the United States of Holland. To be sure, these various topics would require considerable

study on the part of teacher and pupil, but the fathers of the American constitution, Madison, Hamilton, and others, went over such ground in preparing the platform of our present federal government. American sons can follow their fathers, although with unequal steps. Why should not American youth learn, as did the founders of our government, that there have been such things as confederations and unions, as constitutions and states rights, as checks and balances, in other countries and in former ages of the world? In such ways American history might become less provincial and more universal.

But my special plea is for the application of the comparative method to the use of historical literature. Students should learn to view history in different lights and from various standpoints. Instead of relying passively upon the *ipse dixit* of the school-master or of the school-book or of some one historian, pupils should learn to judge for themselves by comparing evidence. Of course some discretion should be exercised by the teacher in the case of young pupils, but even children are attracted by different versions of the same tale or legend, and catch at new points of interest with all the eagerness of original investigators. The scattered elements of fact or tradition should be brought together as children piece together the scattered blocks of a map. The criterion of all truth, as well as of all art, is *fitness*. Comparison of different accounts of the same historic event would no more injure boys and girls than would a comparative study of the four gospels. On the contrary, such comparisons strengthen the judgment and give it greater independence and stability. In teaching history, altogether too much stress has been laid, in many of our schools, upon mere forms of verbal expression in the text-book, as though historic truth consisted in the repetition of what some author had said. It would be far better for the student to read the same story in several different forms and then to give his own version. The latter process would be an independent historical view based upon a variety of evidence.

The memorizing of "words, words," prevents the assimilation of pure facts and clogs the mental processes of reflection and private judgment.

The prosecution of the comparative method in the study of history requires an increase of facilities beyond the meagre text-books now in use. While by no means advocating the abolition of all manuals, chronologies, and general sketches of history, I would strongly urge the establishment of class-libraries for historical reference. This special practice would be quite in harmony with the growing custom of equipping public schools with special libraries. It is a practice which the interest of publishers and the good sense of all friends of education would tend to foster. In some cases, where pupils are well advanced, they can take the matter of supplying a special library into their own hands, under the direction of a teacher. At Smith College, Northampton, Massachusetts, the various classes, for several years in succession, instead of buying text-books in history, contributed the money which text-books would have cost into individual class funds, with which a great variety of standard authorities and original sources of information were procured, covering the historical period the class was to study as no manuals could have done. Each class-library was kept under the control of a class-committee, who saw to it that the books were so distributed as to carry out the plans of the teacher for class-work and individual investigation. Special topics were assigned, which required reading in a variety of authors, a chapter here, a few pages there, a paragraph elsewhere. By careful management on the part of the teacher and by cordial co-operation on the part of the class, a few good books of reference may become a circulating library of remarkable efficiency. The larger the class, the larger the library that can be afforded and the greater the potential volume of class-knowledge thereby secured; but in smaller classes it is of course easier for the teacher to co-ordinate labor and its results. The preparation of essays on special themes, based upon the comparative method of study; oral

examinations of the class upon general topics which have been prepared from different sources of information; the occasional inspection of note-books, the keeping of which should be required in connection with class-reading; written examinations on general topics, lectures, and certain optional subjects afford sufficient scope for the teacher's judgment as to the progress of his class by the comparative method.

At Smith College, Harvard College, and at the Johns Hopkins University, the comparative method of study in History and other subjects has long been in operation. In Cambridge and in Baltimore, certain books are reserved from the main library of the university for class-use. In Baltimore, such reservations are occasionally supplemented by drafts on other libraries in the city and by private contributions. The books are read in the university reading-room, but are taken out by special arrangement, for a limited time, when there is no other demand. In Baltimore, among undergraduates, the comparative method of historical study is confined chiefly to the use of standard histories, with here and there an original source of information to give the spice of originality to student-research. The general theory is that undergraduates need training in good historical form, quite as much as in historical substance; that the influence of great masters like Curtius and Gibbon, Sismondi and Guizot, Hallam, Stubbs, Freeman, Green, Motley, and Bancroft, are of as great consequence as the facts they teach. The mere acquaintance with historical literature which a student acquires by the comparative method is likely to prove a greater value and stimulus to him in after life than any amount of text-book culture, of mere verbiage. Moreover, by the comparative method in the use of standard historians, students learn by a secondary process the same habits of reflection and individual judgment which they must afterwards apply and develop in the primary process of constructing history from original sources.

Good illustrations of the comparative method in historical study are the courses at Harvard college, given by Professor

Torrey, aided by Dr. Edward Channing, in diplomatic history, international law, and modern constitutions. While certain approved text-books are used for the guidance of the class, comparative reading upon special topics is pursued by individual students. All the authorities recommended upon a given subject are placed among the books reserved for these courses. Similar methods are pursued by Professor Macvane in his excellent class-courses on European history and on the constitutional history of England.

3.—THE CO-OPERATIVE METHOD.

It is not possible, within the limits of this paper, to describe the development of that new system of writing history, which is based upon the economic principles of division of labor and final co-operation. The time was when individual historians, monks and chroniclers, grappled boldly with the history of the whole world. There are still compilers of text-books for schools and colleges who attempt to epitomize the deeds of men from creation down to the present day. Indeed, the greatest of living historians, Leopold von Ranke, is now rapidly reviewing universal history in a work which already embraces several volumes and which he hopes to finish soon, being now at the age of eighty-eight, so that he may resume more special work. But, in spite of this extraordinary example, which seems to defy the weakness of age and the will of fate, it may be said with confidence that the day of universal histories by individual men is past. The day for the special and co-operative treatment of history by countries, epochs, and monographic themes is already here. We see a co-operative tendency in the best school-books. The history even of a single nation is now recognized as too vast a thing for one man to handle in a truly scientific manner, although special results of individual research are still co-ordinated in popular ways. The most notable example of the co-operative method in universal history is the new monographic history

of the world, edited by Professor Wilhelm Oncken, but composed by the most eminent specialists in Germany. One man writes the history of Egypt in the light of modern research; another that of Persia; a third reviews the history of Greece, giving the latest results of Grecian archæological investigations; others revise Roman history and the early history of Germanic peoples.

This co-operative method has lately been applied in Schönberg's great work on political economy, and was applied many years ago to a dictionary of political science by the late Dr. J. C. Bluntschli, of Heidelberg. Under his editorial guidance, contributions were made by French and German specialists to a great variety of subjects relating to European history and politics. Bluntschli's example has been followed in this country by the publication of Lalor's Cyclopædia of Political Science, Political Economy, and of the Political History of the United States. In America, the co-operative method of writing history has long been in quiet operation. Perhaps one of the earliest and most fruitful examples was that of the Massachusetts Historical Society, which, in the latter part of the last century, began to encourage the writing of New England town history upon principles of local co-operation. The contributions of parish ministers and local antiquaries were published in the proceedings of the society, and proved the humble beginnings of that remarkable series of town histories, which have now specialized the constitution of New England into a vast number of village republics, each one thought worthy of independent treatment. Co-operation has entered even the local domain, *e. g.*, the history of Boston, after passing through various individual hands, has lately been rewritten by a group of specialists, working under the editorial direction of Professor Justin Winsor, of Harvard College. This method is now proposed in Providence and other cities. It has been extended by Justin Winsor to the whole country, for the Narrative and Critical History of the United States, which he is now editing, is made up of monographs by the best specialists that the country affords.

The special plea to be urged in this connection is for the application of the co-operative method by classes engaged in historical study. The field of universal history is too vast, not only for historians, but for individual students to master, except in the barest outlines. It has been elsewhere urged that the best way to general history is through that which is special. Here the proposition is that the results of special work can be so co-ordinated in a class of students that each member may, to some extent, reap the benefit of the labor of his companions. Especially is the co-operative method of study to be recommended, where the time and opportunities of a class are extremely limited. More historical ground can thus be covered in a truly scholarly way than is possible from the use of a meagre text-book. In Baltimore and elsewhere, the co-operative method is applied to the study of universal history by countries and epochs. While working to a certain extent upon common ground, covered by text-books, prescribed authors, and class-lectures, the members of a history-class co-operate with their instructor in the investigation of special topics connected with the course. The results of this special work are presented to the class in the form of original papers or brief *ex tempore* lectures by the students themselves, who are encouraged to abridge their knowledge and present it to the class in the form of an oral report, with the analysis written upon the blackboard. The reading of long essays before a class usually has a very depressing influence, but a student talking freely from a full head, and making his points clear and strong, always commands attention.

The urgent plea, then, for the co-operative method which I would make is for its application to the study of History in classes. Experience at the Johns Hopkins University and at Smith College has shown the advantage of this method for classes with a short period of time at their command, who nevertheless desire to cover a goodly stretch of historical territory. The method, in its practical operation, consists of a division of labor in a class guided by an instructor, who

undertakes to direct special work into co-operative channels. The student, while to some extent upon the common ground of text-books, or prescribed authors, and while taking notes upon class-lectures, of a special character, carries on investigations in close connection with the general course. Written reports are submitted to a critic for correction, are read before an elocutionist for the sake of training in the art of presentation, and are then finally presented, either wholly or in part, to the class, who take notes and are examined upon these co-operative studies in the same way as on material presented by the instructor.

Student Lectures.

An interesting and valuable practice has gradually grown up among students of Historical and Political Science at the Johns Hopkins University, namely that of students lecturing to their own class upon subjects connected with the course. The practice originated several years ago among undergraduate students of History and International Law; it was the natural outgrowth of the topical method of study. It is a practice considerably different from that of reading formal essays, which often prove very burdensome to a class of intelligent pupils. The idea of oral reports with the aid of a brief or of a few notes, or, best of all, of an analysis written upon the blackboard, led the way to the preparation of a regular course of co-operative lectures by members of a class working conjointly with the instructor. Greater dignity was given to the efforts of students by asking them in turn to come to the front, to the map or blackboard, or else to the instructor's chair. For the time being the student became the teacher. Pretensions were seldom made to original investigations in preparing for such a class-lecture. The understanding was that students should collect the most authoritative information upon a given subject and present it to his fellows in an instructive way. This naturally implied the selection of the best points of view and the omission of all

irrelevant matter. The success of the lecturer turned, not upon his occupying the time by reading an encyclopædic article, but upon his kindling the interest of his classmates and keeping their attention to the end.

Prehistoric Times.

An experiment was tried during the first half of the present academic year (1883–84) with a class of undergraduates (Freshmen) who were just beginning their study of History by following a course of introductory lectures on the Origin of Civilization. In connection with the instructor's course, which concerned more especially the Stone Age and the Development of the Human Family, such topics as the following were assigned to individuals for study, and for informal lectures at the desk of the instructor: Clubs and Batons; Stone Knives; Axes; Spears and Sceptres; Origin of Fire; Origin of Clothes; the Hunting and Fishing Stages of Society; the Plough and the Beginnings of Agriculture; Bread and the Cultivation of Cereals; Evolution of the House; Boats and their Improvement; Barter; the Art of Counting; Origin of the Alphabet; Picture-Writing; Pottery, etc. The youths appointed to these tasks were referred to such authorities as Tylor, Lubbock, Lyell, Wilson, Evans, Geikie, Peschel, Keary, Abbot, Short, Jones, *et al.*, whose writings were placed upon a reservation in the Library. The appointees quickly found their way into the pith of these books or such parts of them as concerned the subject in hand. The reports made to the class in the shape of off-hand lectures were really of surprising interest and value to the audience. So well did the experiment succeed that a few of these Freshmen were persuaded to give brief addresses to the Matriculate Society (embracing all undergraduate students who are candidates for the degree of A. B.) upon a series of connected topics pertaining to the Stone Age, namely, the Social Condition of Primitive Man, his Moral and Religious Condition, his Knowledge

of the Useful Arts, Evidence as to the Antiquity of Man, etc. These addresses partook of the nature of a discussion of Primitive Man from special points of view. The remarks made were by no means essays committed to memory, but rather the easy utterance of minds well stored with facts. The naturalness of the efforts and the absence of all attempts at Sophomoric eloquence were quite noteworthy.

As further illustrations of the kind of subjects investigated by undergraduate students at the Johns Hopkins University, who were working in a co-operative way with their instructors, the following select lists may suffice. It should be understood that in each class, namely in Church History, the Italian Renaissance, the German Reformation, in the History of France and England during the Middle Ages, and in the History of Political Economy, the teacher gave systematic instruction by lectures or otherwise, and that the investigations carried on by students had direct connection with the class-course.

Church History.

Influence of Jewish Ceremonial upon the Christian Church; Influence of Greek Philosophy upon Christian Thought; Influence of Roman Institutions upon the Church and upon the Canon Law; the Apostolic Fathers; the Greek Apologists; the Latin Apologists; Saint Ambrose; Chrysostom, Saint Jerome and the Vulgate; Saint Augustine and the City of God; Nestorianism; the Clergy and the Laity; the Office of Patriarch; Metropolitan Centres of Church Life; Origin of the Papacy; Artistic Representations of the Growth of the Ecclesiastical Constitution; Leo the Great; Extension of Church Authority into England; Conversion of Germany; Relation of Charles the Great to the Papacy; Otto the Great; International Position of the Holy Roman Empire of the German Nation; Constitution of the Empire; Territorial Claims of the Empire; Gregory VII. and the Countess Mathilda, of Tuscany; the Normans in Sicily; Frederick

Barbarossa and his Relations with Italy; Arnold, of Brescia; Points of Conflict between the Empire and Papacy; Fall of the Hohenstaufen Emperors; the Great Councils of the 15th Century.

The Italian Renaissance.[1]

Greece in the Middle Ages; Revival of Greek Ideas in Italy; Poggio's Study of Roman Antiquities and his Discovery of Classic Manuscripts; Dante's *De Monarchia;* Petrarch's Relation to the Revival of Learning; Boccaccio's Influence upon Literature; Laurenzo Valla and Humanism in Rome; the Platonic Academy and Humanism in Florence; the Revival of Roman Law; Mediæval Universities; Natural Science in the Middle Ages; Recent Vindications of Lucretia Borgia; the Political Merits of Cæsar Borgia; Modern Views of Machiavelli; Savonarola; Lorenzo di Medici; Alexander VI; Julius II; Leo X; The Building of St. Peter's.

The German Reformation.[1]

The German Humanists, Reuchlin and Melanchthon; Ulrich von Hutten and Franz von Sickingen; Erasmus and

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[1] Bibliographies of these "Studies in Modern History by a class of undergraduates, 1879–80," were printed in the year last named under two general heads, the Italian Renaissance and the German Reformation. They are now out of print, but are too long for a reprint here. Some idea of their character can be had from the bibliographies printed under the head of the History of Political Economy.

To Baltimore students it is an interesting fact that the same line of co-operative study in the history of the Italian Renaissance has been followed by their former associate, H. W. Caldwell, and his students in the University of Nebraska. Admirable papers on "Savonarola" and "Erasmus" have been sent from Lincoln, Neb., to Baltimore for examination. It may be added, in this connection, that the courses in History under Professor George E. Howard and Instructor H. W. Caldwell, at the University of Nebraska, are among the most complete and the most modern in spirit, of any that are given in this country. The weak side, however, is insufficient attention to American history.

his Praise of Folly; the English Humanists, Grocyn, Linacre, and John Colet; More's Utopia; English and German Translations of the Bible; the Ideas of Wyclif and how they came to Bohemia; John Huss; The Relation of Peasant Revolts to the German Reformation; Character of Luther as revealed in his Table Talk; Roman Catholic Estimates of Luther; Character of Charles V; Character of the German Princes; Political Elements in the German Reformation; Protestantism in Italy; Catholic Reformation; Ignatius Loyola; the Council of Trent; the Peace of Augsburg.

French and English History.—*Mediæval Period.*

Cæsar's Conquest of Gaul; Life in Gaul in the Fifth Century; Monastic Life in Merovingian Gaul; the Northmen; Cnut and Harald Haardrada; Lanfranc and Anselm; the Bayeux Tapestry; Domesday; Results of the Crusades; Origin of Feudalism; Mediaeval Cathedrals; *Scriptoria* and Chronicles; Conquest of Wales; the Coming of the Friars into England; Law-Courts, *circa* 1200, in England; the Albigenses and the Crusade against them; Military and Religious Orders; Montfort in Gascony; London in the Fourteenth Century; Robert Bruce; Life on the Roads in England in the Fourteenth Century; the Popes at Avignon; Froissart; Wyclif's Bible; the Paston Letters; Parliamentary Antiquities in the Fourteenth and Fifteenth Centuries; Comparison of the Characters of Louis XI, Henry VII, and Ferdinand of Aragon; the States General of 1468 and 1484; the Relations of France and Scotland in the Fifteenth Century.

International Law and Politics.

Another recent phase of co-operative student-lectures at the Johns Hopkins University is that represented by a class of graduates pursuing a systematic course of instruction upon the Historical Development of International Law. The instructor

considered such topics as the Intertribal and Intermunicipal Relations of the Orient (Evolution of the Family, Tribe, Village, and City; Wars, Forays, Women Capture, Slave-Trade, and Commerce); the Intermunicipal Life of the Greeks (Federation of Demes and Cities, Hegemony, Insopolity, Municipal Hospitality, Oracles, Games, Festivals, Arbitration, Leagues, Relations with Persia and Rome); Rome, the *civitas mundi* (imperial tendency of Roman Institutions, Roman Law, *Jus Gentium*, Fetiales, Treaties, Roman Municipia, Italian Republics); International Position of the Mediæval Church (Municipal Origin of Church Government, Papal Rome, Church and State, Church Authority, Interdicts, Councils); Origin and Tendencies of Modern International Law (Italian Beginnings, Commercial Law of Italian Republics, Intermunicipal Relations, Invasion of Italy, Rise of the State-System, Venetian Ambassadors, Thirty Years' War, Hugo Grotius, Puffendorf, Vattel, Wheaton, Lieber, Bluntschli). In connection with this historical survey of the growth of internationality a series of historical and institutional lectures was given by members of the class; and, in connection with the exposition of Bluntschli's code of the Modern International Law of Civilized States, a similar course of student-lectures was given on Modern International Politics. The following select titles will indicate the character and scope of the two courses.

I. *Historical Course.*—Carthaginian Commerce; Carthaginian Treaties; Grecian Economics; Grecian City Government; the Aristocratic Character of Roman Institutions; the Roman Municipal System; International Influence of Roman Ethics; International Influence of the Church; International Influence of Chivalry and of the Crusades; Theories of Church and State; Phases of City Government in Florence; the City Government of German Free Cities and the Rhenish League; The Hanseatic League; the Government of the Swiss Cantons; the Federation of Switzerland; the Estates of Holland and their Federal Relations.

II. *Political Course.*—The Egyptian Question; the International Association for the Control of African Trade and the River Congo; France in the Tonquin; the Opening of China; Character of Chinese Diplomacy; the Opening and recent Progress of Japan; Relations between Germany and the Vatican; Papal Policy in America; Who should control the Panama Canal if there were one; International Congresses; the Question of an International Tribunal; the Diplomacy of the United States *versus* the Indians; the Relation of Political Ethics to International Law; the Theory of a World-State; Freedom of the Sea and of Great Rivers; the American Fisheries; the Monroe Doctrine in its relation to South American Republics; Review of the present International Relations of the United States; the American Hog in Diplomacy; Bismarck's Attitude towards the United States.

History of Political Economy.

The following subjects were given out by the writer in 1879 to individual members of a class in the History of Political Economy, for private study. As far as possible original sources of information as well as the current literature on these subjects were examined by the respective appointees. After such examination the subjects were introduced for class consideration in the form of an oral report. The instructor usually questioned the appointee on matters connected with his report, and then discussed with the class the most interesting and suggestive points. A bibliography of the various subjects was prepared by the respective appointees, under supervision of the instructor, who worked with his students in classifying the resources of the various Baltimore libraries with reference to the topics in hand. These bibliographies were printed for class use and served a valuable purpose, although they were far from being complete. Good references were always sought after rather than mere lists of titles. In this connection, it may be remarked that one of the best

exercises for the student-investigator is to prepare as good a bibliography of his subject as the library facilities of his environment can afford. He should examine each book, monograph, or magazine article sufficiently to enable him to tell his class-mates what the same represents. The subjects of research are here enumerated with their bibliographies, as originally printed, together with the names of the persons who prepared them. No attempt has been made to supplement these lists, which could easily be done by reference to the foot-notes in Dr. Ely's authoritative work on "French and German Socialism" or by reference to the new edition of Poole's index and other bibliographical aids. These lists represent a certain historic phase of our economic work with undergraduates and were prepared in Baltimore libraries. The letters H and P refer respectively to the Johns Hopkins University and Peabody libraries. Other authorities were found in private collections.

1. The Mercantile System. H. J. Bowdoin.

Literature.—*Mun*, England's treasure by foreign trade. H. P. Other English Mercantilists: *Child*. P. *Sir W. Temple*. H. P. *Steuart*. H. P. *Locke*. P.—*Roscher*, Political Economy. H. *Roscher*, Gesch. d. engl. volkswirthschafts-lehre im 16 u. 17 jahrh. *Mill*, Principles of Polit. Econ. H. *McCulloch*, Principles of Political Economy. H. P. *Blanqui*, II. Ch. XXVII. H. Dict. de l'Econ. Politique, "Colbert." H.

2. The System of the Physiocrats. A. F. Jamieson.

Literature.—*Quesnay*, Tableau Economique, 1758. *Turgot*, Réflexions sur la formation et la distrib. des richesses, 1766–78. *Mirabeau, the Elder*, L'ami des hommes, 1755–60. *Mauvillon*, La monarchie Prussienne. *Encyclopédie*, 1756–57. *Adam Smith*, Wealth of Nations (Roger's edition). H. *M. Kaufman*, Socialism. Bk. II. ch. II. H. P. *Blanqui*, Vol. II. H. Dict. de l'Econ. Pol., "Physiocrats." H.

3. Adam Smith and the fundamental doctrines of English Economy. Stewart Linthicum.

Literature.—*Adam Smith*, Wealth of Nations. H. P. *Blanqui*, Vol. II. p. 106. H. P. *Shadwell*, System of Political Economy. H. *Thompson*, Social Science and National Economy. H. *McCulloch*, Principles of Political Economy. H. P. Le centenaire d'Adam Smith, Journal. des Econ., July, 1876,

v. 43. H. Dict. de l'Econ. Pol. "Smith." H. *Bagehot*, Fortnightly Rev., July, 1876, "Adam Smith." *Nasse*, Das hundertjährige jubiläum der Schrift v. Adam Smith über den reichthum der nationen, Preus. Jahrbücher, Oct. 1876.

4. St. Simon and his School. LEE SALE.

LITERATURE.—Works of *St. Simon*, especially, (1) Le nouveau Christianisme, (2) Catéchisme des Industriels. H. *Lerminier*, Lettres Philosophiques VII., Des questions soulevées par le Saint-Simonisme, Revue des Deux Mondes, 1832. *Reybaud*, Socialistes Modernes, i, H., Les Saint-Simoniens, Rev. des Deux Mondes, 1836. *Janet*, Saint Simon, Le fondateur du socialisme, Rev. des Deux Mondes, Apr. 15, 1876. *Janet*, L'école Saint Simonienne, Bazard et Enfantin, Rev. des Deux Mondes, Oct. 1, 1876. *Hillebrand*, Die anfänge des socialismus in Frankreich, 1830–48, Deutsche Rundschau, Dec. 1878. H. *Blanqui*, Vol. II., ch. XLIII. H. *Huber*, Socialismus u. Kommunismus, Kleine Schriften or Bluntschli's Staatswörterbuch. H. North. Brit. Rev. 1848, No. 9. Westm. Rev. Apr. 1832. Dict. de l'Econ. Pol. H.

5. Fourier's doctrines and his influence upon American Socialism. E. C. RICHARDSON.

LITERATURE.—*Fourier*, Oeuvres complètes. P. *Blanqui*, vol. 2, p. 258. H. *J. S. Mill*, Principles of Political Economy. Vol. I. pp. 274–277. H. *M. Kaufman*, Socialism, pp. 118–128. P. H. *J. H. Noyes*, History of American Socialisms. P. *Parke Godwin*, A popular view of the doctrines of Fourier, "Fourier," Fortnightly Rev. vol. 12, Essays 1. 2. P. Fourierism, Christian Examiner, vol. 37, p. 57. P. *Hawthorne*, The Blithedale Romance. "Fourier," North Amer. Rev. Apr. 1879. Hillebrand, Anfänge des Socialismus in Frankreich, 1830–48. Deutsche Rundschau, Dec. 1878.

6. Communism in the United States. W. R. STRICKLEN.

LITERATURE.—*Nordhoff*, Communistic Societies in the U. S. H. Historische beschreibung der wahren inspirationsgemeinschaft. The Circular (Oneida, 1854–74.) The Perfectionist (New Haven, 1834.) Handbook of the Oneida Community (N. Y., 1871.) *Thomas Brown*, An account of the people called "Shakers." *Williams*, The Harmony Society at Economy, Pa. *James*, Communism in America [Yale John A. Porter Prize Essay — Yale Law School.] Henry Holt & Co., 1879. H.

7. Mediaeval Craft Guilds and Modern Trades Unions. J. H. LOWE.

LITERATURE.—*Clode*, Memorial of the guild of the merchant-tailors in the city of London. P. *Toulmin Smith*, English Guilds (Early Engl. Text Soc. No. 40). H. *Comte de Paris*, Trades Unions in England. *Endemann*, Die

entwickelung der handels-gesellschaften. P. *Clifford*, Agricultural look-out. P. *Thornton*, On labor, Bk. II. ch. 4, and Bk. III. chs. 1–5. P. *Howell*, Conflicts of labor and capital. H. Fortnightly Rev., vol. 6 (N. S.) Old guilds and new friendly societies, by *Ludlow*. Quart. Rev. vol. 123. Trades Unions. Blackwood Mag., vols. 35, 43. North Amer. Rev. vol. 105. *Howell*, Contem. Rev., Oct. 1877. *Chr. Meyer*, Mittelalterliches u. modernes Bürgerthum, Preus. Jahrbücher, June, 1877. *Chr. Meyer*, Zur gesch. d. deutschen arbeiterstandes, Preus. Jahrbücher, Jan. 1879, p. 26. *Huber-Liebenau*, Das deutsche zunftwesen im mittelalter, Samml. wis. Vorträge, 13 serie, heft. 312. *Chr. Meyer*, Die anfänge der deutschen gewerbeverfassung, Preus. Jahrbücher, July, 1878. *Stahl*, Das deutsche handwerk u. die bedeutung der arbeiterassociation in vergangenheit und gegenwart. *Brentano*, Hist. of Guilds. H. *Schoenberg*, zur wirthsch. bedeutung des deutschen zunftwesens. Trades Unions, Jour. des Econ., Oct., 1878.

8. Robert Owen and English Workingmen's Associations. K. J. Hammond.

Literature.—Life of *Robert Owen*, Phila. 1866. P. Life of *Robert Owen*, by himself. Lond. 1857. vol. 1. P. A supplementary appendix to vol. 1, Lond. 1858. P. The Pamphleteer, vol. 10. *Robert Owen*, New view of society. Nos. 1, 2. *Robert Owen*, Report to commis. of assoc. for relief of manuf. and laboring poor. P. *Holyoake*, Co-operation in England. P. Encyclop. Britan., "Co-operation." H.

9. Schulze-Delitzch and Working Men's Associations in Germany for Self-help. C. E. Grammer.

Literature.—11th report of trades union commissioners. pp. 165–178. By *R. D. Morier*. Coöperative wholesale society report, 1873, pp. 115–117; 1872, p. 101. The Coöperator, Nos. 200, 203. Works of *Schulze-Delitzch* (F. A. Herbig, Berlin). *Lassalle*, M. Bastiat u. Schulze-Delitzch. Hughes, Working classes in Europe (Atlas-Essays). H. Journal des Economistes, Vol. I. p. 7. H. *Samuelson*, The German working man. H. *Schulze-Delitzch*, Sociale rechte und pflichten, Sammlung wissenschaftl. Vorträge, Vol. I. P. Meyer's Konversations Lexicon, "Schulze-Delitzch" und "Genossenschaften." H.

10. Lassalle and German Social Democracy. G. F. Gephart.

Literature.—Lassalle's werke. Edinb. Rev., July, 1878. Nineteenth Century, Aug. and Oct. 1878; Feb. 1879. Fortnightly Rev., Feb. and March, 1879. North Amer. Rev., April, 1879. Contemporary Rev., May, 1877. Eclectic Mag., Jan. 1879. *Kaufman*, Socialism. Deutsche Rundschau, Feb. and March, 1878. Zeit und Streit Fragen, heft 108. *Innocens Simplex*, Glaube des socialismus. *Schuster*, Social Demokratie. *Schaeffle*, Socialismus und kapitalismus. Briefe von Ferdinand Lassalle an Carl Rodbertus Jagetzow. "Lassalle," Revue des deux mondes, Dec. 15, 1876.

11. Karl Marx, the Internationalists, and the Commune of Paris. T. A. Berry.

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12. Distinction between Nihilists, Communists, and Socialists. W. J. Thomas.

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13. The Historical School, Socialists of the Chair, and the efforts of German professors to meet the just demands of Socialism. E. Goodman.

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14. Strikes. JESSE HAY.

LITERATURE.—*Walker*, The wages question. H. Quart. Rev., Vol. 106, No. 212, and Vol. 132, No. 268. Brit. Quart. Rev., Vol. 56, No. 110. North Amer. Rev., Vol. 116, No. 238; Vol. 105, No. 216, No. 258. Edinb. Rev., Vol. 59, No. 120; and Vol. 67, No. 135. Presbyter. Quart. and Princeton Rev., Oct., 1877. Black. Mag. Vol. 79, No. 483. Western Rev., Vol. 18, No. 1; Vol. 20, No. 2. *Goldwin Smith*, Labor war in the U. S. Contem. Rev., Sept., 1877. *Fried. Kapp*, Der jüngste aufstand der Eisenbahnarbeiter in den vereinigten staaten, Preus. Jahrb., Oct., 1877. *Rich. Vaux*, Annual Report of the Secretary of Internal Affairs of the Com. of Penn Industrial Statistics, Part III. Vol. V. 1876–7, "Strikes."

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LITERATURE.—*McCulloch*, The literature of Political Economy. P. *Blanqui*, Economie politique. H. *Kautz*, Die geschichtliche entwickelung der national-oekonomik und ihrer literatur. *Jevons*, The future of Polit. Econ., Fort. Rev., Nov. 1, 1876.

16. The progress of economic science in the United States. A. C. PALMER.

LITERATURE.—Economic science in America. North American Rev., 1876. *Kautz*, Die geschichtliche entwickelung der national oekonomik.

A similar co-operative course in the History of Political Economy was undertaken and is still conducted by Dr. R. T. Ely, of the Johns Hopkins University. A product of this latter course is a volume on "French and German Socialism in Modern Times," (Harper & Brothers, 1883). The book

" is based on lectures delivered in Baltimore before the students of the Johns Hopkins University and in Ithaca before the students of Cornell University." Although strictly Dr. Ely's own work and not the work of his students, the book was written in an atmosphere of student co-operation and student inquiry in the same field.

This work is now advancing along the lines of Christian Socialism and American Communism and Socialism. For the former topic Dr. Ely has obtained fresh materials from Thomas Hughes and other English sources. For the latter topic the socialistic and communistic newspapers published in this country, and the socialistic organizations that exist in some of our large cities[1] are fountain heads of information. On one occasion Dr. Ely took representatives of his class to hear the address given to Baltimore workingmen by Most, the German communist, and was sharply criticised by one of the German papers for so doing. But this is the true way to investigate Communism. Dr. Ely has lately given a lecture upon some of the more recent phases of American Socialism, based upon a collection of American socialistic tracts, pamphlets and newspapers which he has been gathering for over a year. He is now preparing, with the co-operation of some of his advanced students, a monograph upon the history of political economy in the United States, and by himself, a larger work upon the history of political economy in general.

Mr. Albert Shaw, one of our graduate students, prepared his monograph on "Icaria:" a chapter in the history of American communism (soon to be published in this series) not simply by reading Nordhoff's Communistic Societies in America, but by going in person to an Icarian community in south-western Iowa, and there interviewing Jean Baptiste

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[1] Henry A. James, author of a Yale John A. Porter Prize Essay (1878) on "Communism in America" (New York, H. Holt & Co., 1879), gathered material for his work by interviewing the communists in their city-haunts. A similar paper on "American Socialism" was prepared in the same way by Mr. James for the Historical and Political Science Association of the Johns Hopkins University.

Gerard, A. A. Marchand, and other old associates of Cabet. Mr. Shaw spent a week with these men. He read, in communistic libraries, the original French literature upon the subject of Icaria, rare tracts by Cabet; there he had access to French newspapers edited by Cabet, and to a set of the *Revue Icarienne*, published at Nauvoo, Illinois, that comfortable old Mormon nest into which the Icarians, for a time, settled down in peace and prosperity. In those simple agrarian communities of our western country, Mr. Shaw found some of the now harmless factors of the Paris Commune of 1871, men of the keenest intellect and boldest ambitions, professedly still busy with their schemes and correspondence, but really vegetating upon the broad prairies and going quietly to seed as excellent farmers and good citizens.

Political Economy.

In Political Economy proper, as well as in the History of Political Economy, the same method of original research and student-lectures is pursued with gratifying results. Among the graduate efforts in this department have been lectures on Predecessors of Adam Smith in England, Adam Smith, the Theory of Population, the Economic Functions of Government, the Physiocrats, Jean Baptiste Say, Bastiat, Political Economy in America previous to Henry C. Carey, the Carey School of Political Economy, American Economics since Henry C. Carey, the National Banking System, the Income Tax, the Financial History of the United States during the Civil War, effects of the reduction of the Internal Revenue Taxes upon the Baltimore consumer, the Financial History of Baltimore, Finances of Kentucky, Finances of Pennsylvania. Among undergraduate efforts have been discussions of the Formation and Growth of Capital, Rent, Wages, Interest, Bimetallism and Monometallism, Communistic Experiments in the United States, Independent Treasury, Direct and Indirect Taxation.

This method of co-operative class-work in Political Economy is pursued with great success by Professor Henry C. Adams, at Cornell and Michigan Universities. The students prepare papers or reports on special themes connected with the regular work. The professor himself gives systematic courses of class-lectures, elementary and advanced. The elementary course, to be given this year (1884) at Cornell, "will consider the history and development of economic thought since 1550, the basis of political economy, production, exchange, and distribution. The advanced course will be upon practical economic problems of the present time, among which will be the questions of free trade and the tariff. Professor Adams accepts very largely the views of the English economists on the tariff question. He will consider the analysis of international trade as compared with domestic trade, for the purpose of determining whether the principles which regulate the one apply, without modification, to the other. He will consider also the theory of protection, the theory of free trade, reciprocity, protection in its relation to public revenue, tariff legislation in the United States, the order in which modifications in the existing tariff should be undertaken, and the rapidity with which the country may, without disaster, be brought to the realization of its just policy. Professor Adams first proposes to state the problem of the tariff on both sides, then ask the student to study the various industries in the country to determine how far they are self-supporting and what ones need protection, finishing with a few lectures on the history of the tariff in the United States."[1] At Michigan University Dr. Adams has conducted similar courses and, in his Financial Seminary, has encouraged co-operative studies among his pupils, particularly in writing the History of American Taxation.

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[1] Extract from the letter of an Ithaca correspondent published in the New York Tribune, Feb. 13, 1884.

American History.

The same method is pursued in the study of American History by graduate students, who co-operate with their instructor in surveying the colonial and constitutional fields. On this home-ground, student-lectures, based upon an examination of existing authorities and certain original materials, lead gradually to independent investigations and thus to scientific contributions to the Seminary, if not to the University Studies in Historical and Political Science. Without quoting, in this connection, the topics in American Institutional and Colonial History, lately pursued by a class of graduate students at the Johns Hopkins University, I would call attention to the new departure[1] recently made at Harvard University, in the co-operative study of American Constitutional History by a class of undergraduate students (Sophomores and Juniors) under the direction of Dr. Albert B. Hart, a former pupil of Von Holst's at the University of Freiburg, where Mr. Hart lately took his degree as doctor of philosophy.

During the present academic year at Harvard University, the instructor has given his class a systematic course of lectures upon the outlines of American Constitutional History. A syllabus or analysis of this course, together with a list of authorities and an elaborate system of references was prepared by Dr. Hart and was printed by the class at its own

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[1] This new departure was quickened by earlier efforts. The success of Dr. Freeman Snow's course, in 1882–83, on the Constitutional and Political History of the United States was very remarkable in point of attendance. There were 163 who followed the lectures, including 1 graduate, 85 seniors, 62 juniors, 8 sophomores, 6 specials, and 1 scientific. The character of the course was of a high order, if one may judge from the published "Guide to the study of the Constitutional and Political History of the United States," (Cambridge, W. H. Wheeler, 1882–3) which was intended as the basis of the lectures and for the encouragement of private study. This outline history of the United States Constitutional History with historical references is among the most serviceable yet prepared.

expense. The lectures considered such preliminary conceptions as History, definitions of a constitution and characteristics of a State; the Constitution of England at the outbreak of the Revolution; Institutions of the United States derived from England; the Colonists, their government and relations with England, early schemes for a Union of the Colonists; Colonial Union; Independence; formation of the Confederation; conflicts of the Confederation with the States; weakness of the States; proposed amendments of the articles of Confederation; the Constitutional Union; scope of the Constitution; origin and nature of the Constitution; organization of the Government; early Constitutional questions; Acts putting into effect clauses of the Constitution; questions relating to the States; Constitutional questions of national policy; Washington's first Administration; foreign relations with France and England; the Whiskey Rebellion; the Jay treaty; Legislation; Relations with Spain; Alien and Sedition Acts; Virginia and Kentucky Resolutions; the Supreme Arbiter; interposition as a remedy for usurpation; fall of the Federal party; policy of the Republican party; the Public Lands; the Louisiana annexation.

Thus far the course has advanced. The printed syllabus is significant in various ways. It represents, first and foremost, a leading mind, well-trained by a great master in American Constitutional History, and guiding the thoughts of students into the most profitable channels. It signifies in itself a clean-cut, sharply-defined, well-arranged collection of historical topics. There are divisions and sub-divisions to each general head, with references on almost every important point. The following is a conspectus of the various aspects from which the general topic of Independence was presented by the lecturer. *Ab uno disce omnes.*

Independence.

1. Early Suggestions.—Chalmer's charge. *Froth.* 154 *n.* —Denied by the colonists. *John Adams X*, 394.—Foreign

predictions. *De Witt's Jefferson*, 40, 408; *Froth.*—Censured up to 1775. *Von Holst I*, 2.

2. Preparatory Steps.

1775. May 31. Mecklenburg Resolutions. *Froth.* 423 *n.*
Nov. 3. Advice to N. H. to form a gov't. *Froth.* 447–8.

1776. Mar. 23–May 14. Instr. of six states. *Froth.* 528, 499–511.
May 15. Congress adopts the principle of independence. *J. C. II*, 160, 166, 174.
June 11–21. Committee to draft. *Froth.* 513–17. Further instructions. *Froth.* 521–30.
July 4. Declaration of Independence.

3. Nature and Bearing.

a. Statement of certain "Self-evident truths." Vast influence, but no legal, binding force.
b. Statement of grievances. Ex-parte.
c. Statement of the independence and sovereignty of the colonies: a political fact, not yet proved.
d. The achievement of the whole for all. *Story*, § 211.

New State Governments. Texts in *Charters and Const's.*

1775. "Transylvania." *Froth.* 444.
1776. Jan. 5. N. H. *J. C. I.* 231; *Froth.* 493, 567.
Mar. 26. S. C. *J. C. I.* 235; *Froth.* 494.
May 4. R. I. *Froth.* 565.—(May or June) Conn.
June 29. Va. *J. C. I*, 279; *Froth.* 511–12.
July 2. N. J. *Froth.* 564.
Mass. *J. C. I*, 115; *Froth.* 428, 441, 491, 506.
Sept. 26. Del. *Froth.* 504.
Sept. 28. Pa. *Am. Archives V, ii*, 54; *Froth.* 565.
Oct. 18. N. C. *Fr.* 566.
Nov. 8. Md. *Froth.* 564.
1777. Apl. 20. N. Y. *Froth.* 451, 566.—Vt. *McM. I*, 347.

UNION OLDER THAN THE STATES. Three theories.

1. Particularist view. *Calhoun I*, 190.
2. Temporary alliance view. Jefferson *in Von Holst I*, 7 *n.*
3. National view. Lincoln in *Cong. Globe*, 1861, *Spec. Sess. App.*

Every student in the class is expected to consult at least one of the authorities mentioned in connection with each heading printed in small capitals. The other references are merely recommended. Mr. Hart writes that he encourages the preparation of theses, suggests subjects to those who ask for them, and explains the best methods of work. The following topics for original research have been undertaken by members of the class in American History, in co-operation with the class-course given by the instructor. Such undergraduate work as this lies upon the borders of the Seminary method and will lead to the most advanced lines of study:

Hamilton as a New York Politician; Madison in Virginia Politics; Jefferson as a Virginia Politician; Influence of James Wilson in the Federal Constitution; History of the Nomination of Presidential Candidates; the Relation of the President to his advisers; Encroachments on the Executive Power; History of Amendments to the Constitution; Instruction of Senators; Schemes of Disunion before 1860; Schemes for the Annexation of Cuba; Sales of Public Lands; History of the Debt of the U. S.; History of the Internal Revenue of the U. S.; Repudiation of State Debts; the Disposition of Surplus Revenue; Railroad Land Grants; Banking Systems in the U. S.; International Relations of the Colonies; Fries' Insurrection; Dorr Rebellion; Campaigns of Jacob Brown; French Spoliation Claims; Spanish Treaty of 1819; Slave Insurrections; Fugitive Slave Cases; Slavery in the Free States; the Slave Trade; History of State Boundaries.

Mr. Hart has printed a few suggestions for thesis writers which deserve circulation among all friends of good historical methods.

Suggestions for Thesis Writers.

1. Be sure you are willing to do the necessary WORK.
2. Select a SUBJECT which interests you, if possible in a limited field, but over a long period.
2. Begin by noting the chief AUTHORITIES.
   a. Furnished by the instructor.
   b. In Poole's Index.
   c. In the Subject Catalogue.
   Write the title, author (with initials), place and date.
4. Have a SYSTEM OF NOTE TAKING.
   a. Note only one subject on each piece of paper.
   b. Note the authority for each quotation or abstract, volume and page.
   c. Preferably use loose sheets, arranging as you go.
5. From the general authorities, make out a SYNOPSIS of the chief points which are to be studied, observing:
   a. New authorities and references for extension of details;
   b. Chronological development;
   c. Salient sub-heads of your subject.
6. Extend the DETAILS which appear to you to need further examination. If necessary make synopses of the sub-heads. Make *references* for other sub-heads, but abstract them later.
7. ARRANGE your sheets of notes in a logical form, sub-heads under main heads. Choose between chronological, or topical arrangement, or a combination.
8. COMPOSE the thesis.
   a. First settling the proportions.
   b. Introducing striking quotations.
   c. Giving exact references for all important statements of fact.
9. Add a BIBLIOGRAPHY of authorities with brief remarks on the bearing of the most important.

4.—THE SEMINARY METHOD.

The *Seminarium*, like the college and the university, is of ecclesiastical origin. Historically speaking, the seminary was a nursery of theology and a training-school for seminary priests. The modern theological seminary has evolved from the mediæval institution, and modern seminary-students, whether at school or at the university, are only modifications of the earlier types. The Church herself early began the process of differentiating the ecclesiastical seminary for the purposes of secular education. Preachers became teachers, and the propaganda of religion prepared the way for the propaganda of science. The seminary method of modern universities is merely the development of the old scholastic method of advancing philosophical inquiry by the defence of original theses. The seminary is still a training-school for doctors of philosophy; but it has evolved from a nursery of dogma into a laboratory of scientific truth.

A young American, Professor of Greek at Dartmouth College, John Henry Wright, in an admirable address on the Place of Original Research in College Education, explains very clearly the transitional process from the theological seminary to the scientific seminary. "The seminaries were instituted that theological students, who expected to teach on the way to their profession, might receive special pedagogical training in the subjects in which they would be called upon to give instruction in the schools. As the subject-matter of liberal instruction was mainly the languages and literatures of Greece and Rome, the seminaries became philological in character. The first seminary that actually assumed the designation of philological was that founded at Gœttingen in 1733, by Gesner the famous Latinist. This seminary has been, in many respects, the model for all later ones."[1]

[1] An address on The Place of Original Research in College Education, by John Henry Wright, Associate Professor of Greek in Dartmouth College,

The transformation of the *Seminarium* into a laboratory of science was first accomplished more than fifty years ago by Germany's greatest historian, Leopold von Ranke. He was born in the year 1795 and has been Professor of History at the University of Berlin since 1825. There, about 1830, he instituted those practical exercises in historical investigation (*exercitationes historicae*) which developed a new school of historians. Such men as Waitz, Giesebrecht, Wattenbach, Von Sybel, Adolph Schmidt, and Duncker owe their methods to this father of historical science. Through the influence of these scholars, the historical seminary has been extended throughout all the universities in Germany and even to institutions beyond German borders. Let us consider a few seminary types.

Heidelberg Seminaries.

At the university of Heidelberg, as elsewhere in Germany, there are seminaries for advanced training in various departments of learning, chiefly, however, in philology and in other historical sciences. The philological seminary, where the use of the Latin language for formal discussion is still maintained at some universities, is perhaps the connecting link between mediæval and modern methods of scholastic training. In the Greek seminary of the late Professor Koechly, at Heidelberg, the training was pre-eminently pedagogical. The members of the seminary took turns in occupying the Professor's chair for one philological meeting, and in expounding a classical author by translation and comment. After one man had thus made trial of his abilities as an instructor, all the other members

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read before the National Educational Association, Department of Higher Instruction, July 14, 1882, Saratoga, N. Y. From the Transactions, 1882. This address and Prof. E. Emerton's recent contribution on "The Historical Seminary in American Teaching," to Dr. G. Stanley Hall's volume on Methods of Teaching and Studying History, are the best American authorities on the Seminary Method.

took turns in criticising his performance, the Professor judging the critics and saying what had been left unsaid.

In the historical seminary of Professor Erdmannsdoerffer, the method was somewhat different. It was less formal and less pedagogical. Instead of meeting as a class in one of the university lecture-rooms, the historical seminary, composed of only six men, met once a week in a familiar way at the Professor's own house, in his private study. The evening's exercise of two hours consisted in the critical exposition of the Latin text of a mediæval historian, the *Gesta Frederici Imperatoris*, by Otto, Bishop of Freising, who is the chief original authority upon the life and times of Frederic Barbarossa. As in the Greek seminary, so here, members took turns in conducting the exercises, which, however, had less regard for pedagogical method than for historical substance. Each man had before him a copy of the octavo edition of Bishop Otto's text, and the conductor of the seminary translated it into German, with a running comment upon the subject matter, which he criticised or explained in the light of parallel citations from other authors belonging to Bishop Otto's time, who are to be found in the folio edition of Pertz's *Monumenta Germaniae Historica*.

From this method of conducting the seminary, it would appear as though one man had all the work to do for a single evening, and then could idly listen to the others until his own turn came once more. But it was not so. Subjects of discussion and for special inquiry arose at every meeting, and the Professor often assigned such subjects to the individuals most interested, for investigation and report. For example, he once gave to an American student the subject of Arnold of Brescia, the Italian reformer of the twelfth century, who was burnt to death in Rome in 1155, having been delivered up to the pope by Frederic Barbarossa. The investigation of the authorities upon the life-work of this remarkable reformer, the precursor of Savonarola and of Luther, occupied the student for many weeks. On another occasion, Seminary dis-

cussion turned upon the origin of the Italian Communes, whether they were of Roman or of Germanic origin. An American student, who had been reading Guizot's view upon the origin of municipal liberty, ventured to support the Roman theory. The Professor referred the young man to Carl Hegel's work on the Constitution of Italian Cities and to the writings of Von Maurer. That line of investigation has occupied the American student ever since 1876, and the present work of the historical seminary at the Johns Hopkins University is to some extent the outgrowth of the germ brought to Baltimore from the Heidelberg seminary.

Bluntschli's Seminary.

As an illustration of seminary-work, relating more especially to modern history and modern politics, may be mentioned the private class conducted for two hours each week in one of the university rooms by the late Dr. J. C. Bluntschli, professor of constitutional and international law at Heidelberg. In his seminary, the exercises were in what might be called the comparative constitutional history of modern European states, with special reference to the rise of Prussia and of the new German empire. Bluntschli himself always conducted the meetings of the seminary. Introductory to its special work, he gave a short course of lectures upon the history of absolute government in Prussia and upon the influence of French and English constitutional reforms upon Belgium and Germany. He then caused the seminary to compare in detail the Belgian constitution of 1830 with the Prussian constitution of 1850. Each member of the seminary had before him the printed texts, which were read and compared, while Bluntschli commented upon points of constitutional law that were suggested by the texts or proposed by the class. After some weeks' discussion of the general principles of constitutional government, the seminary, under Bluntschli's skilful guidance, entered upon a special and individual study of the relations between

church and state, in the various countries of Europe, but with particular reference to Belgium and Prussia, which at that time were much disturbed by conflicts between the civil and the ecclesiastical power. Individual members of the seminary reported the results of their investigations, and interesting discussions always followed. The result of this seminary-work was an elaborate monograph by Bluntschli himself upon the legal responsibility of the Pope, a tractate which the Ultramontane party thought inspired by Bismarck, but which really emanated from co-operative studies by master and pupils in the Heidelberg seminary.

Seminary of Political Economy.

At Heidelberg a seminary in political economy is conducted by Professor Knies, who may be called the founder of the historical method as applied to this department. His work on Politische-oekonomie vom Standpunkt der geschichtlichen Methode was published in 1853 and ante-dates the great work of Roscher by one year. The seminary method encouraged by Knies consists chiefly in the reading and discussion of original papers by his pupils upon assigned topics. The latter were sometimes of a theoretical but quite frequently of an historical character. I remember that such topics as Turgot's economic doctrines were often discussed. The various theories of wealth, from the French mercantilists and physiocrats down to Henry C. Carey, were examined. The meetings of the seminary were held every week and were not only of the greatest service in point of positive instruction, but also, in every way, of a pleasant, enjoyable character. Men learned to know one another as well as their professor. A most valuable feature of the seminaries in political science at Heidelberg was a special library, quite distinct from the main university library. Duplicate copies of the books that were in greatest demand were at the service of the seminary.

The Historical Seminary at Bonn.[1]

The object of this seminary, as of all German historical seminaries, is to introduce special students to the best methods of original research. The Bonn seminary is one of the most flourishing in all Germany. It is an endowed institution. It was instituted in the year 1865 and enjoys the income of a legacy of forty thousand marks left it by Professor Wilhelm Pütz. The income is devoted to three stipends, each of about 600 marks, for students of history and geography who have successfully pursued one or both of these sciences for two years. Said stipends are awarded annually by the philosophical faculty upon recommendation by the director of the seminary. It is said that a student of Bonn university has a better chance of obtaining such stipend than does a candidate from outside. In addition to this endowment of ten thousand dollars, the Bonn seminary of history is allowed a special appropriation, in the annual university budget, for general expenses, for increasing the seminary library, and for the director's extra salary. Any unused balance from the fund devoted to general expenses is expended for library purposes.

The historical seminary of Bonn has now four sections, each under the guidance of a professor, representing a special field of history. The four professors constitute a board of control for the entire seminary. The director is appointed from year to year, the four professors rotating in the executive office. The student membership for each section is restricted to twelve. The meetings occur once a week, from 5 to 7 o'clock in the evening. All members are expected to be present, although no individual student makes more than one contribution during a semester. Members are subject to expulsion by the board of control for failure to discharge any obligations, for inadequate work, or for mis-use of the library.

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[1] See L'Université de Bonn et l'enseignement supérieur en Allemagne, par Edmond Dreyfus-Brisac, (editor of the Revue international de l'enseignement). "Les Séminaires."

The library consisted, in 1879, of 308 works, and was kept in the charge of one of the members of the seminary. Among the books noticed by Dreyfus-Brisac, at the the time of his visit, were the Monumenta Germaniae Historica, Fragmenta Historicorum Græcorum, Corpus Inscriptionum Latinarum, Corpus Inscriptionum Atticarum, the complete works of Luther, the Annales Ecclesiastici edited by Baronius, Corpus Scriptorum Historiae Byzantinae, Muratori's Scriptores Rerum Italicarum, The Glossary of Mediæval Latin, by Ducange, a set of Sybel's Historische Zeitschrift, Forschungen (Munich), the writings of Curtius, Mommsen, Ranke, Sybel, etc.

Dreyfus-Brisac mentions other seminaries at Bonn University, notably that of the late Professor Held in Political Economy, held privately in his own house, and the pedagogical seminary of Bona-Meyer. The observing, critical Frenchman says that he knows of nothing more remarkable in German educational methods, nothing more worthy of imitation, than the seminaries of Bonn.

An American Student on German Seminaries.

Dr. Charles Gross,[1] an American student who has recently taken the degree of Doctor of Philosophy at Gœttingen in the department of History, with the highest honors, and who is now studying English Municipal History in the British Museum, has written by request the following account of German historical seminaries, in which he has had long and varied experience: "The German historical seminary aims to inculcate the scientific method. It is the workshop in

[1] Dr. Gross presented for his doctor's dissertation at Gœttingen a thesis on the *Gilda Mercatoria*, an important contribution to English municipal history, originally suggested by the late Professor Pauli. The subject has an interesting bearing upon the merchant associations, which furnished men, capital, and government for the English colonies in America. Dr. Gross is now writing an Introduction to American Municipal History, to be published in this series.

which the experienced master teaches his young apprentices the deft use of the tools of the trade. In the lecture room the professor presents the results of his investigations; in the *Seminar* (or *Uebungen*) he shows just what he had to do in order to secure those results. The German student lays far more stress upon his *seminar* than upon his lectures. He may "cut" the latter for weeks at a time, while he is very assiduous in his attendance upon the former. The latter may be obtained from books or from the *Heft* of some more conscientious student; but the scientific method, the German maintains, is the gift of time and the seminary only,—the result of long contact between the mind of the master and the mind of the disciple.

"Two different kinds of work predominate in the German historical seminary: the writing of short theses (*Kleine Arbeiten*) or the critical reading of some document or documents, more frequently of some chronicler or chroniclers. The professor selects a list of subjects for theses from the field of his special line of investigation and assigns them to the students, the latter's particular tastes being generally consulted. A member of the seminary rarely has more than one thesis during the semester, frequently not more than one during the year, and during his first two or three semesters none at all. The professor points out the sources and authorities, and the student consults with him whenever difficulties arise in the preparation of the work. One or two critics (*Referenten*) are appointed for each thesis, who comment upon the production after it has been read. A free discussion of the subject then follows, the professor and students doing all in their power to show the utter lack of *Wissenschaft* in the author's method.

"As regards the other element of seminary work, *viz.*, critical reading of some chronicler, to each student is assigned a certain portion of the text, which,—with the aid, if necessary, of other contemporaneous sources pointed out to him by the professor—he is expected to treat in accordance with the canons of historical criticism, the other students commenting *ad libitum*.

"Now these two elements are variously combined in different *Seminars*. Generally both are carried on side by side, an hour perhaps being taken up with the thesis and the other hour of the session with some text. (That, *e. g.*, is the plan of Prof. Bresslau of Berlin). Sometimes the seminary is divided into two sections, one for the *Kleine Arbeiten* and the other for the critical manipulation of some chronicler (*e. g.* Giesebrecht's *Seminar* in Munich). Sometimes one of the two elements is excluded (v. Noorden in Berlin had no theses in my day; Droysen nothing but theses). Sometimes the students are not required to do any work at all, the professor simply commenting upon some text for an hour or two. (That was Weizsäcker's and Pauli's method)."

Paul Frédéricq on German Lectures and Historical Seminaries.

One of the best accounts of German university instruction in history is that given by Paul Frédéricq, Professor in the University of Liège, Belgium. He made two excursions to German university-centres in the years 1881 and 1882, and published a most instructive article in the *Revue de l'instruction publique* (*supérieur et moyenne*) *en Belgique*, in 1882. The article is entitled, *De l'enseignement supérieur de l'histoire.*[1] It will probably be soon translated for publication in America. M. Frédéricq visited Berlin, Halle, Leipzig, and Gœttingen. He describes, in a pleasant way, the various lectures that he attended, the professors he met, and the methods that he learned. To one acquainted with life at the Berlin university, its professors of history, and its lecture-courses, M. Frédéricq's picture seems almost perfect. One sees again, in fancy, Heinrich von

[1] Another good authority upon the subject of German seminaries is M. Charles Seignobos, of Dijon, France, in his critical article on l'enseignement de l'histoire dans les universités allemandes, published in the *Revue internationale de l'enseignement*, June 15, 1881. Cf. pp. 578–589.

Treitschke, the brilliant publicist and eloquent orator, with his immense audiences, everyone of them an enthusiastic seminary of Prussian Politics. The following felicitous sketch of Gustav Droysen will be appreciated by all who have seen that distinguished professor in the Katheder: "Je le vois encore, tenant en main un petit cahier de notes à converture bleue et accoudé sur un grossier pupitre carré, exhaussé au moyen d'une allonge, qui se dressait à un demi-mêtre au-dessus de la chaire. Il commença à mi-voix, à la manière des grands prédicateurs français, afin d'obtenir le silence le plus complet. On aurait entendu voler une mouche. Penché sur son petit cahier bleu et promenant sur son auditoire des regards pénétrants qui perçaient les verres de ses lunettes, il parlait des falsifications dans l'histoire. . . . A chaque instant une plaisanterie très réussie, toujours mordante et acérée, faisait courir un sourire discret sur tous les bancs. . . . . J'y admirai la verve caustique, la clarté et la netteté des aperçus, ainsi que l'habileté consommée avec laquelle le professeur lisait ses notes, de maniére à faire croire à une improvisation."

The historical seminary conducted by Professor Droysen is one of the best at the University of Berlin. Although Professor Frédéricq failed to obtain access to this seminary as well as to that of Mommsen's, being told *qu' on y exercait une critique si sévère, si impitoyable que la présence d'un étranger était impossible*, yet he quotes in a work[1] more recent than the article above mentioned the observations made in 1874 by his colleague, Professor Kurth, of Liège: "M. Droysen, dans sa *Société historique*, tient aux travaux écrits, parce qu' ils semblent donner plus de consistance aux études et que c'est quelque chose qui reste; ils fournissent plus facilement l'objet d'une discussion, ils font mieux apprécier le degré de force d'une élève ainsi que ses aptitudes scientifiqes; enfin, ils permettent

[1] De l'enseignement supérieur de l'histoire en Belgique, XV. Published as an introduction to the Travaux du Cours Pratique d'Histoire National de Paul Frédéricq. [Gand et La Haye, 1883.]

à ses condisciples de profiter mieux de son travail. La correction de celui-ci en effet, est confiée à un autre élève qui, sous les auspices du professeur, en critique les erreurs et le discute dans la réunion suivante avec l'auteur; de là, des controverses souvent animées, auxquelles chaque assistant peut prendre part, et qui offrent l'aspect d'une véritable vie scientifique."

M. Frédéricq describes with evident pleasure the privilege he enjoyed, through the courtesy of George Waitz, in being admitted to the latter's seminary, held every Wednesday evening, for two hours, in his own house. The seminary consisted of nine students. They were seated at two round tables, which were loaded with books. The students had at command the various chronicles relating to the times of Charles Martel. The exercise consisted in determining the points of agreement and disagreement among original authorities, with reference to a specific line of facts, in how far one author had quoted from another, &c. "The professor asked questions in a quiet way, raised objections, and helped out embarrassed pupils with perfect tact and with a kindly serenity." M. Frédéricq noticed how, at one time, when a student had made a really original observation, the professor took out his pencil and made a note of it upon the margin of his copy of the chronicle. In such simple ways the spirit of independent thought and original research is encouraged by one of the greatest masters. George Waitz is the successor of G. H. Pertz as editor of the *Monumenta Germaniae Historica*. To see upon the professor's desk great bundles of printer's proofs for this vast work, only deepened M. Frédéricq's impressions that here in this private study was really a workshop of German historical science.

Seminaries of Art and Archæology.

M. Frédéricq describes another phase of historical training which is eminently worthy of imitation in all colleges or universities, where there is convenient access to an archaeological

museum. Ernst Curtius is perhaps even more famous in Berlin as a classical archaeologist than as the historian of Greece. His lectures upon Grecian art are accompanied by a weekly visit of his class to the museum, where an hour or two is spent in examining plaster-casts and fragments of antique sculpture under the guidance of Curtius himself. Having enjoyed this very experience on many occasions in Berlin, the writer can attest the literal truth of the following description:

"L'après-midi, M. Curtius nous avait donné rendez-vous au Musée des antiques où il fait chaque semaine une leçon sur l'archéologie grecque et romaine. A son arrivée les étudiants qui l'attendaient en flânant à travers les collections, le saluèrent selencieusement, puis remirent leur chapeau. M. Curtius resta couvert aussi et commença sur-le-champ sa promenade de démonstrations archéologiques. Armé d'un coupe-papier en ivoire, il allait d'un objet à l'autre, expliquant, indiquant les moindres particularités avec l'extremité de son coupe-papier, tantôt se haussant sur la pointe des pieds, tantôt s'agenouillant pour mieux détailler ses explications. A un moment même il se coucha par terre devant un trépied grec. Appuyé sur le coude gauche et brandissant de la main droite son fidèle coupe-papier, il s'extasia sur les formes élégantes et sur les ornements ravissants du petit chef-d'œuvre. On comprend aisément combien des leçons faites avec chaleur par un tel professeur, dans un musée de premier ordre, doivent être utiles aux élèves. La leçon que j'ai entendue ne roulait que sur des points secondaires: trépieds, candélabres, vases en terre cuite, etc., et malgré cela il s'en dégageait une admiration communicative et une sorte de parfum antique. On m'a assuré que lorsqu'il s'occupe de la statuaire, M. Curtius atteint souvent à l'éloquence la plus majestueuse; et je le crois sans peine."

The same method of peripatetic lectures, as described by M. Frédéricq, was also pursued when I was in Berlin, 1874–5, by Herman Grimm for the illustration of art-history. Once a week he would meet his class at the museum for the exami-

nation of works illustrating early Christian plastic and pictorial art, for example, that of the Catacombs; also works illustrating Byzantine and Germanic influences, and the rise of the various Italian, French, German, and Flemish schools of painting and sculpture. More was learned from Grimm's critical commentary upon these works of art, whether originals, photographs, or engravings, than would be possible from almost any course of lectures upon the philosophy of art or æsthetics, without concrete realities to teach the eye. The wealth of that great museum of Berlin—for student-purposes one of the finest in the world—is best appreciated when a man like Grimm or Curtius points out its hidden treasures.

The same illustrative methods in ancient and modern art were also practiced by the late Professor Stark, the archæologist and art historian of Heidelberg. Although the museum of the latter university is small, when compared with that of Berlin, yet it serves to illustrate what any institution of moderate resources can accomplish for its students in the way of supplying original sources of art-history, at least in the shape of casts, photographs, and other *fac simile* reproductions of artistic objects. If Stark did not have original tripods, candelabras, and terra cottas, he had, nevertheless, images of almost every important object mentioned in his lectures. One of the exercises in Stark's archæological seminary consisted in the explanation at sight, by individual members, of pictorial representations upon Greek vases, which were inexpensively reproduced in colored plates, so that every man could have before him a copy of the work under discussion. There is a great future for American student-research in the field of art-history, which Herman Grimm used to call *die Blüthe der Geschichte*. The quick success in England of Dr. Charles Waldstein, a pupil of Stark's at Heidelberg, shows what possibilities there are beyond German borders for the science of art and archæology. The popularity of Professor Norton's seminary and art-courses at Cambridge, Massachusetts, shows that interest in such matters is kindling upon this side of the

Atlantic. The art collections begun by Yale, Amherst and Smith, Vassar and Cornell, Michigan, and Johns Hopkins University indicate that the day of art seminaries is not far off. Indeed, since this writing, there was instituted (March 1, 1884,) in Baltimore a so-called Art-Circle, consisting of about twenty graduate students, under the direction of Dr. A. L. Frothingham,[1] a fellow of the University, who has lived many years in Rome and is a member of the Società dei Cultori dell' Archeologia cristiana. The Circle will meet every Saturday morning in the library of the Peabody Institute, and, under the guidance of Dr. Frothingham, will spend an hour or two in the examination of plates, photographs, and other works illustrating the history of art. The subjects of study for this semester are: the catacomb frescoes; the sarcophagi; mosaics; ivory sculpture; metal sculpture; romanesque architecture; gothic architecture; sculpture in France (gothic period); renaissance sculpture in Italy; schools of painting in Italy in the fourteenth and fifteenth centuries. An art-club, with eight members, has also been instituted among the undergradutes for the systematic reading of art-history.

Seminary Libraries.

One of the most interesting and important features of the German historical, political, and archaeological seminaries is

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[1] Dr. Frothingham is the author of the following monographs: L'Omelia di Giacomo di Sarûg sul Battesimo di Constantino Imperatore (Reale Accademia dei Lincei, 1881–2); Il Tesoro della Basilica di S. Pietro in Vaticano dal XIII al XV Secolo (Roma, 1883); Une Mosaïque Constantinienne inconnue à Saint-Pierre de Rome (Revue Archéologique, Paris, 1883); Les Mosaïques de Grottaferrata (Gazette Archéologique, for December, 1883–January, 1884); Letter to the Society for Biblical Archæology on a Hebrew inscription on a mosaic of the V cent. at Ravenna.

Dr. Frothingham and Dr. Alfred Emerson (fellow of Greek and classical archæologist) have been the most active spirits in lately founding an Archæological Society in Baltimore, which will enjoy the co-operation of distinguished archæologists in the old world.

the special library, distinct from the main university collections. We have already noticed the existence of such libraries at Heidelberg and Bonn; and it may be said in general that they are now springing up in all the universities of Germany. So important an auxiliary have these seminary-libraries become that in some universities, where the seminaries have been recognized by the state, a special appropriation is granted by the government for library purposes. The government of Saxony granted Professor Noorden of Leipzig 6,500 marks for the foundation of his seminary-library and an annual subsidy of 1,200 marks. This revenue for the purchase of books is considerably increased by a charge of ten marks per semester, paid by every student who has access to the seminary-library. The privileges of this working-library are regarded as analogous to the privileges of using laboratory apparatus or attending a clinique.

In addition to a special library, German seminaries are now procuring special rooms, not only for regular meetings, but for daily work. The historical seminary at Leipzig, embracing four sections like that at Bonn, has had, since 1880, five rooms at its disposal; one consultation-room or *Sprechzimmer* for the professors, one room for maps and atlases, and three large rooms where the students work, with their special authorities around them. Every student has for himself a table containing a drawer of which he keeps the key. The rooms are inaccessible to all except members of the seminary, who are intrusted with pass-keys and can enter the library at any time from nine o'clock in the morning until ten o'clock at night. The rooms are warmed and lighted at university expense. Each student has a gas-jet above his own table and is absolutely independent of all his neighbors. Individuality is a marked feature of student-life and student-work in Germany. Men never room together; they rarely visit one another's apartments; and they almost always prefer to work alone. Society and relaxation they know how and where to find when they are at leisure. By general consent German

students attend to their own affairs without let or hindrance. This belongs to academic freedom. It belongs to the seminary and it belongs to the individual student.

M. Seignobos, in his excellent article on l'enseignement de l'histoire en Allemagne,[1] says "tout *seminaire historique d'État* possède sa bibliothèque propre et sa salle de travail réservées à l'usage de ses membres. Là, au contraire, tous les livres sans exception, restent à demeure, afin que l'étudiant soit toujours sûr de les trouver." M. Seignobos gives a list of some of the chief works that are to be found in the historical seminary library at Leipzig. He noted Pertz, Monumenta Germaniae; Jaffé, Regesta Pontificum; Jaffé, Bibliotheca rerum Germanicarum; Böhmer, Regesta imperatorum; Böhmer, Fontes rerum Germanicarum; Muratori, Scriptores; Bouquet, Historiens des Gaules; Wattenbach and Lorenz, Quellengeschichte; Forschungen zur deutschen Geschichte; Archiv der gesellschaft für deutsche geschichte; Historische Zeitschrift; Walter, Corpus juris Germanici; Zöpfl, Rechtsgeschichte; Waitz, Deutsche Verfassungsgeschichte; Gengler, Codex juris municipalis; Annales ecclesiastici; Migne, Vies des Papes; Giesebrecht, Geschichte der deutschen Kaiserzeit; Giesebrecht, Jahrbücher des deutschen Reiches; Scriptores rerum prussicarum; Huillard-Bréholles, Frédéric II; Hefele, Conciliengeschichte; Gregorovius, Geschichte det Stadt Rom; Collection Byzantine; Sickel, Monumenta graphica; Potthast, Bibliotheca medii ævi.

The Statistical Seminary in Berlin.[2]

This government institution, while dealing with Prussian statistics, is also a regular seminary for the training of university graduates who have passed the examinations required for

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[1] Revue international de l'enseignement, June 15, 1881. "Bibliothèques."

[2] Authorities: Dr. Engel, Das Statistische Seminar des Königl. Preussischen Statischen Bureaus in Berlin, 1864. Programmes of courses.

entrance to the higher branches of the civil service. The seminary, which was first opened in November, 1862, was under the direction of Dr. Edward Engel, chief of the Bureau of Statistics, aided by various university professors. The idea was that the government offices of the statistical bureau should become laboratories of political science. Not only are the facilities of the department utilized for training purposes, but systematic courses of lectures are given to the statistical seminary by university professors co-operating with the chief and his assistants. Subjects like the following are treated: the theory and technique of statistics; agrarian questions; conditions and changes of population; political economy in its various branches; insurance; social questions; administration; prison discipline and prison reform in various countries; sanitary questions, physical geography, etc.

The amount of original work produced by the bureau and seminary of statistics is very great. One has only to examine the Verzeichniss der periodischen und anderen Schriften,[1] which are published by these government offices, in order to appreciate the scientific value of the scholar in politics. These publications are of international significance, by reasons of the lessons which they teach. Whoever wishes to study, from a comparative point of view, the subject of national or municipal finance; the relations of church and school; sanitation; insurance; trade and commerce; industries; population; land and climate; cities; development of the science of statistics; statistical congresses; markets; fairs; genealogies of royal families; tables of mortality; education; administration, etc., will be richly rewarded by consulting the published works of the Prussian Statistical Bureau, which can be obtained at catalogue prices.

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[1] For this catalogue, one should address the Verlag des Königlichen Statistischen Bureaus, Berlin, S. W., Lindenstrasse, 28.

Library of the Statistical Seminary.

Among the publications of the Prussian Statistical Bureau is the catalogue of its library in two royal octavo volumes. In the first, the authors and titles are arranged according to the *sciences* which they represent. In the second, the contents are grouped by States. Probably there is in existence no other such complete guide to political science in its historical, theoretical, and practical aspects.

This library, now numbering over 70,000 volumes, has been used by Johns Hopkins University men, two of whom have belonged to Dr. Engel's *Seminar*, and they would fully endorse the published statement by Dr. Engel, in his account of the Statistical Seminary, made as long ago as 1864. He says: "If we may believe the admissions of many specialists, there exists far and wide no library so rich, no collection of periodicals so select, no map collection so excellent, as those in the royal bureau of statistics. All new contributions to this branch of literature, whether in Germany, France, England, Belgium, Holland, Sweden, Norway, Denmark, Russia, Italy, Spain, Portugal, North and South America, are brought to the eyes of members of this seminary. A series of more than seventy special magazines of political economy, statistics, and the allied branches of industry, agriculture, commerce and trade, public works, finance, credit, insurance, administration (municipal and national), social self help,—all this is not only accessible for seminary-use, but members are actually required to familiarize themselves with the contents of these magazines inasmuch as one of the practical exercises of the seminary consists in the preparation of a continuous report or written abstract of these journals."

Historical Seminaries in Belgium.[1]

The first real university-seminary in Belgium was instituted by Professor Kurth, at Liège, in the year 1874–5. In 1874

[1] The authority upon this subject is M. Paul Frédéricq, Professor of modern history in the University of Liège, author of the admirable papers

M. Kurth had made a tour of observation in Germany, and, in 1876, published his impressions of the seminaries of Bonn, Leipzig, and Berlin in the *Revue de l'instruction publique en Belgique* (1876, Vol. xix.) under the title, *De l'enseignement de l'histoire en Allemagne*, quoted by Paul Frédéricq in his admirable account of the higher education in history as now pursued in Belgium. The seminary-work organized by Professor Kurth was more especially in the domain of mediæval history. The work was divided into two sections. The first was a preparatory course upon historical methods and the principles of historical criticism, with exercises in the use of the original sources for a chosen period of history, which was to be studied in detail the second year. The second section was this more advanced course wherein special questions were considered and theses produced. Among the original sources thus presented were those of Lorraine, of the Diocese of Liège, of the times of Charles the Great, and of the early Teutons. Among the special studies already published by members of this flourishing seminary are monographs upon Saint Gregory of Tours and classical studies in the sixth century; origin of the city of Liège; Norman invasions of the Diocese of Liège. It will be observed that most of these topics relate to the historical environment of the university where this scholarly work was produced.

Professor Paul Frédéricq has been the professorial colleague of M. Kurth and M. Émile de Laveleye at the university of Liège since 1880. The subject chosen by M. Frédéricq for the first year's work in a class of fourteen students was the Inquisition in the Netherlands. The seminary studied the ideas and legislation of the sixteenth century upon questions

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on the higher education in history, as taught in Germany and Paris, elsewhere cited. His article, *De l'enseignement supérieur de l'histoire en Belgique*, may be found in the introduction to the first published collection of original studies by his own seminary at Liège. *Travaux du cours pratique d'histoire nationale.* [Gand et La Haye, 1883.]

of heresy. Papal bulls and royal edicts, public documents and local archives, the pamphlets of the period, original memoirs, contemporary chronicles,—such were the sources of information sought by Professor Frédéricq and his diligent pupils. The second year they studied materials relating to Margaret of Parma, regent of the Netherlands. The mention of her original correspondence, edited by Gachard, will illustrate the original character of the authorities employed.

One of the results of this kind of seminary-work is an elaborate monograph upon Margaret of Parma by one of Professor Frédéricq's pupils, Guillaume Crutzen, now professor of history in the royal athenaeum of Chimay. Other results of this seminary course in modern history are a monograph on Les édits des Princes-Évêques de Liège en matière d'hérésie au XVI^e^ siècle, by Henri Lonchay, now professor of history in the athenaeum of Ghent; also a monograph on L'enseignement public des Calvinistes à Gand (1578–1584) by Professor Frédéricq himself. These three studies by members of the university of Liège, together with Professor Frédéricq's introductory article, *L'histoire aux universités Belges*, have lately (1883) been published in a volume of about two hundred pages, entitled, "Université de Liège. Travaux du cours pratique d'histoire nationale."

Here are the beginnings in Belgium of the same system of seminary-publication as that represented in Germany by the *Historische Studien*, published by an association of university professors, and the *Giessener Studien auf dem Gebiet der Geschichte*,[1] edited by Wilhelm Oncken. Here are suggestions for similar undertakings in America.

It is interesting to an American student to find a Belgian seminary at Liège traversing anew, and in its own way, the

[1] Similar publications of student-theses are the *Hallesche Abhandlungen zur neueren Geschichte* herausgegeben von G. Droysen (son of the Berlin professor bearing the same name) and *Die historischen Uebungen zu Göttingen*, once edited by George Waitz.

history of the Netherlands, where our own countryman, Motley, was such a bold and successful pioneer. The seminary of Liège is now studying the correspondence of Philip II., of William the Silent (both edited by Gachard,) and van Prinsterer's collection of the archives of the house of Orange-Nassau, etc., with a view to fresh studies in this old but attractive field.

The Historical Seminary in Paris.

Perhaps the best authority upon this subject is Professor Frédéricq's recent article on *L'enseignement supérieur de l'histoire à Paris*, printed in the *Revue International de l'enseignement*, July 15, 1883. One of the most interesting facts of a general nature noted by M. Frédéricq was the great number and variety of historical courses offered in the higher institutions of Paris. In the faculty of belles-lettres at the Sorbonne, at the Collège de France, in the École des chartes, in the École normale, the École pratique des hautes études and the École libre des sciences politiques there were in all fifty historical courses. In the university of Berlin there were, at the time of comparison, only twenty-six courses; at Leipzig, twenty-one; at Bonn, fourteen.

M. Frédéricq describes in minute detail the historical methods in vogue at the various learned institutions of Paris. The entire article deserves reproduction in some English journal of education. It is hoped that M. Frédéricq's studies on the higher education in history as pursued in Germany, France, and Belgium may all appear in English translation at no distant day. In this brief review, attention is called simply to the École pratique des hautes études, and to the seminary work of M. Gabriel Monod. The École pratique was founded in the year 1868, while M. Victor Duruy was in the ministry of public instruction. His idea was to institute new methods of practical instruction in mathematics, physics, chemistry, natural history, physiology, philology, and the historical

sciences. The old method of instruction, especially in belles-lettres, had been of the lyceum-order—popular, entertaining, oratorical lectures for miscellaneous audiences. M. Duruy wished to substitute regular students for passing auditors, to create libraries and laboratories instead of supporting mere halls of learning. There was much discussion upon the subject of educational reform in France and the resultant literature[1] is very extensive. Some of it would, doubtless, be highly suggestive to college reformers in America.

M. Gabriel Monod was appointed to give practical instruction in history. He was a young Frenchman, who had studied at German universities, at Berlin under Koepke, and at Gœttingen under Waitz. M. Monod's practical work was begun in his own private apartment at Paris. After a time, the director of the École pratique, M. Renier, was able to obtain for this new school of history two little chambers in the fourth story of the right wing of the Sorbonne. These little rooms (*chambrettes basses, presque des mansards*) belonged to the library of the Sorbonne. They are now furnished with books from floor to ceiling. They have become genuine laboratories of historical science. M. Frédéricq describes how master and pupils are constantly rummaging through the alcoves of their library. Tables, supplied with writing materials, extend along the line of the book-cases. There is an atmosphere of quiet, serious work pervading the entire apartment. M. Frédéricq says the very narrowness of the quarters

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[1] Statistique de l'enseignement supérieur, 1865 et seq.

L'Administration de l'instruction publique, Ministère de M. Duruy, Paris, 1870, pp. 932; Circulaires et instructions officielles relatives à l'instruction publique, Ministère de M. Duruy, pp. 716.

Karl Hillebrand, de le réforme de l'enseignement supérieur, Paris, 1868.

Gréard, l'enseignement supérieur à Paris, 1881.

Mélanges, publiés par la section historique de l'École pratique, 1878.

Monod, De le possibilité d'une reforme de l'enseignement supérieur, Paris, 1876.

Lavisse, L'Enseignement historique en Sorbonne et l'éducation national, Revue des Deux Mondes, Feb. 15, 1882.

has "quelque chose d'intime qui donne un charme tout particulier aux leçons. C'est un petit local adorable qui doit laisser un profond souvenir aux élèves. Il me semble que si l'École pratique le quittait un jour pour aller occuper des installations plus vastes et plus monumentales, elle y perdrait quelque chose de très précieux: son physionomie, son cachet."

Passing from the environment of M. Monod's seminary to the seminary itself, our Belgian observer finds it consisting of about a dozen men, devoted to original research in the field of early French history. He heard one member of the seminary giving the results of his own investigations into the family history of King Robert, son of Hugh Capet. The student had a great package of notes, made copious citations from old chronicles, and corrected the mistakes of his predecessors. M. Frédéricq says a member of the old school would have laughed at such scrupulous attention to the petty details of such a subject, but, as for himself, he was delighted to find, in the very citadel of ancient university traditions, in the old Sorbonne, such a conscientious zeal for painstaking, scientific work. During the lecture given by his pupil, "M. Monod s'effaçait autant que possible pour ne pas entraver l'initiative de l'élève, écoutant avec une attention extrême, la tête penchée, deux doigts de la main gauche pressés sur la bouche, ou rajustant son pince-nez avant de placer çà et là une brève rectification. À la fin de la leçon il prit chaque fois la parole pour résumer le débat en mettant les points sur les *i* et indiquer nettement les résultats solides et les questions restées obscures. Ici encore j'ai admiré la sagacité et le tact de cet excellent professeur."

The École pratique and the seminary of M. Monod have had a powerful influence upon the educational reconstruction of the higher institutions of Paris. One can no longer find such purely oratorical courses as flourished in former days for popular audiences. Professors in the Sorbonne now address their regular pupils, for whom are reserved the foremost places in those ancient lecture-halls. The École pratique has

grown from small beginnings into a vast seminary of the arts and sciences with twenty-five professors and fifty courses of lectures. Since 1869 the school has had its own organ for collective publication, the so-called *Bibliothèque de l'École pratique des hautes études*, wherein have appeared some of the best special works in history by Messieurs Monod, Fagniez, Giry, and many others. In 1875, M. Monod established the *Revue Historique* and lately he has been one of the most active spirits in founding at Paris the *Société Historique* or the so-called *Cercle Saint Simon*, wherein are associated, upon a club basis (somewhat like the Athenaeum in London), many of the brightest men in Paris. The *Cercle* includes also certain non-resident members, gentlemen living in other parts of France or Europe, who are assured of good fellowship when they visit the club-rooms of the Société Historique, of which M. Monod is now the President.

Seminaries and Lectures at Harvard College.

One of the earliest and most successful applications of the seminary-method in this country was in the department of history at Harvard college, in the advanced classes of Professor Henry Adams.[1] It was at a time when the writings of Sir Henry Maine were first making their way into the minds of American students. Through Sir Henry Maine and Professor William Stubbs the current of German influence, from Von Maurer and George Waitz, came to England and America. It is gratifying to the American spirit of independence that this German current found so quickly in our country new channels of inquiry. Professor Adams began, indeed, his seminary-work with a critical review of the writings of Sir Henry Maine. The members of his class took each a chapter

[1] It is an interesting fact that the first university lectures after the German model that were ever given in this country were those delivered at Harvard college, 1806–8, upon rhetoric and oratory, by John Quincy Adams, the grandfather of Henry Adams, who is the son of Charles Francis Adams.

and studied it in the light of other evidence. Each man reported to the class upon the results of his critical study and was sharply opposed at every doubtful point by the professor, whose real views upon the subject were never avowed until the close of the exercise. So profitable was this kind of training and disputation that one young man has since developed into a radical opponent of the views of Sir Henry Maine and of Von Maurer himself, as regards the early history of institutions, particularly of village communities and of land-holding among the ancient Germans.[1]

Another independent result of the Harvard Seminary was a series of published essays upon Anglo-Saxon law. The professor himself investigated the subject of Anglo-Saxon law-courts. Mr. Henry Cabot Lodge inquired into Anglo-Saxon land-law. Mr. Ernest Young studied Anglo-Saxon family-law; and Mr. J. Laurence Laughlin, Anglo-Saxon legal procedure. These seminary-studies were published together in a volume entitled Essays in Anglo-Saxon Law (Boston: Little, Brown & Co., 1876). They were afterwards republished in England (London: Macmillan & Co.) and have everywhere met with cordial recognition by critical scholars in the old world as well as in the new. This published work has given a decided impulse to historical studies and joint publications elsewhere.

It is a suggestive commentary upon the practical bearing of this seminary-work at Harvard College that all three of the

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[1] Denman W. Ross, Ph. D. (Harvard): The Early History of Land-Holding among the Germans, (Boston: Soule and Bugbee, 1883); Studies in the Early History of Institutions, I–IV, Cambridge, Mass., Charles W. Sever, 1880–1. I–III. Theory of Village Communities; IV. Theory of Primitive Democracy in the Alps; The Theory of Primitive Communism.

The book on Land-Holding and the various studies support the ideas that land community was not a primitive institution; that, on the contrary, individual land-holding is the historic basis of landed property, even in its communal forms; and that the Teutonic village communities were always communities of serfs or tenants holding their lands from some lord. The book has been favorably reviewed in *The Spectator*, January 5, 1884; unfavorably in the *Saturday Review*, January 19, 1884.

graduate students who were engaged with Professor Henry Adams in the preparation of this book on Anglo-Saxon Law were afterwards engaged as instructors in that institution and continued there the methods they had learned so well. Dr. Lodge instituted co-operative student-lectures in American colonial history, and he himself has since published an excellent Short History of the English Colonies in America, the Life of George Cabot, a Life of Alexander Hamilton, and a Life of Daniel Webster (the last two in the series called American Statesmen). But for Dr. Lodge the lessons of past history have now been transformed into present politics in Massachusetts. His former associates, however, continue in their academic career. Both are now assistant professors in Harvard University. During the past year, Dr. Young has conducted original courses in Roman Law (for one graduate, ten seniors, eleven juniors, and two sophomores), and in the Constitutional and Legal History of England (for two graduates, thirteen seniors, and fourteen juniors). This course best represents the continuity of work in institutional history originally begun by Professor Henry Adams. Dr. Laughlin has pursued, with his class, independent studies of the economic effects of land tenures in England, Ireland, and France (the class consisting of one graduate and six seniors). From classes much larger in size he has also required theses upon practical economic questions pertaining to this country, *e. g.* Bimetallism, Reciprocity with Canada, National Bank Issues, American competition, etc. Dr. Taussig,[1] who has been associated with Professor Laughlin in teaching political economy, produced original studies on the history of tariff legislation in the United States, which gained him the Topham prize and the degree of Ph. D. in 1883. His thesis was entitled

[1] Dr. Taussig's studies were brought out in a special course of lectures before the students of the college and were afterwards published by Moses King, of Cambridge, Mass. A second edition will appear from the press of G. P. Putnam's Sons, New York.

"Protection to Young Industries as applied in the United States."

The success attending the new courses in political economy at Harvard College last year was most remarkable. The attendance in one full course (three hours a week) was as high as 155 (including 1 graduate, 22 seniors, 113 juniors, 13 sophomores, 3 specials, 2 law students, and 1 scientific). Any observer of student opinion as revealed last year in Harvard College papers could see that political economy was in very great demand. This was doubtless in great measure the result of public opinion which now favors economic studies; but it was also the fruit of the life-work of Professor Dunbar and of those other Professors, Torrey, Gurney, and Adams, who trained these younger men in historical and political science. Professor Dunbar, the head of the department of political economy, has now returned from Europe with newly developed and highly suggestive courses: (1) A comparison of the financial systems of France, England, Germany, and the United States; (2) the economic history of Europe and America since the seven years' war.

Another line of seminary work at Harvard is more especially on church and state in the Middle Ages. Dr. Emerton, now professor of ecclesiastical history, was trained in methods of special work not only at Harvard College, but also at Berlin university, in the seminary of Droysen. Dr. Emerton has conducted various seminary courses at Harvard for graduate and undergraduate students, but his work has dealt chiefly with topics of European history, from the time of Charles the Great to the end of the thirteenth century. His students have investigated the relations between the Papacy and the German Empire, the origin of mediæval institutions, the rise of French Communes, etc. He introduced the seminary-method into the so-called "Harvard Annex," a Cambridge institution for the promotion of the higher education of women. One of his pupils, a graduate of Smith College, Northampton, prepared, under his direction, an elaborate

thesis in German constitutional history, on the origin of the electoral college, for which the degree of doctor of philosophy was afterwards given her at Northampton in 1881. During the past year Professor Emerton has conducted a seminary for the study and use of historical sources relating to church and state in the eleventh century. The seminary included one graduate and four seniors. Each member prepared five theses, embodying original investigations.

Dr. Emerton has lately contributed to the Pedagogical Library a chapter on "The Historical Seminary in American Teaching," which is an able exposition of the seminary idea. I shall quote from it at considerable length: "History has been taught very badly in America, or rather, to be honest, it has rarely been taught at all. In the great development of educational methods since the war, it has been one of the departments most slowly and imperfectly recognized as worthy a place of its own. Even now independent chairs of history exist in but very few American colleges, and the proportion of time given to its study is absurdly inadequate. No serious knowledge of history is required for entrance into our colleges, so that a considerable part of whatever teaching they may offer must needs be elementary. Our subject stands, therefore, in need of fair representation. It must be placed before the country in such a light as shall clearly show it to be worth all the care that can be bestowed upon it. It must be made clear that the claim of history to rank among the sciences is founded in fact—the fact that it has a scientific method. To illustrate and enforce this truth is the mission of the historical "Seminar" in America.

"Let us consider some of the conditions of its success. 1. It must consist of picked men. This is not a method adapted to every student. The recitation in elementary, and the lecture in advanced, teaching must still remain as the chief means of reaching great masses of students. The members of the practice-course, as I prefer to call it, must be men of exceptionally good preparation for this work, usually equipped with some

considerable general knowledge of history, but especially strong in foreign languages, in order that all possible tools may be available for their use. 2. Its numbers must be small, no more, at least, than can be comfortably seated about a table, so that the relation of pupil and teacher shall be as informal as may be. The students must be in every way encouraged to feel that they are alone responsible for the success of their work, that they are investigators whose results may find a place in the world's record of learning, as well as those of any other men. The teacher must here cease to lay down for their acceptance the products of his own labor; he must become their guide only, enforcing always the lesson that their work alone can bring them substantial rewards. Thus, teacher and students become a working body together, with a definite purpose, with well understood ways of work, and with a common enthusiasm. 3. The subject selected for treatment must be one which lends itself readily to the purpose of the practice-course, one in which, above all else, the material is accessible in a convenient shape for handling. . . .

"Quite apart from all considerations of gain to the student is the relief and advantage which a class of this kind brings to the instructor. This is manly work. He feels himself here no longer the pedagogue laying down the law, but an overseer guiding the action of intelligent workers. It is not for him to inform them, but for them to inform him, while it is his part to see to it that they apply their powers in such a way as to insure the value of their results. There is a tendency among some educators to depreciate the value of original work by young scholars. They say it must needs be crude, and therefore useless. A wiser view is, that only through these first attempts at original effort can a man hope to make the most effective use of his powers when they shall have become mature. The evil with us is not that our boys begin to create too early, but too late. If every student, from the first moment that he learns anything, were compelled to reproduce it in proper shape, he would find himself in college

vastly better equipped for the actual grappling with new truth than he now is.

"The principal of study I am here advocating is no longer on trial as an experiment in America. It has come to stay. I am not going too far, I think, in calling it the foundation of the Johns Hopkins University system, and the main source of the wonderful creative vigor already developed by that young institution. Other colleges are following. In all, perhaps, a half dozen can show some form of this practical instruction in moral science. And the development must go on. Libraries must become the laboratories in these sciences in which the head plays the most important part. The library must cease to be the store-house for books and become the working-place where the historian, the philosopher, and the philologist of the future are to get their most effectual training."

Seminary Work in Harvard College Library.

The conversion of a library into a laboratory of science is well illustrated at Harvard College, where, through admirable management by the librarian, Professor Justin Winsor, the custom has long prevailed of bringing the materials needed for a specific line of class-work to the notice of students in alcove-reservations, "to which the students have unrestricted access."[1] Books are treated as specimens, to be examined, tested, analyzed by the class of students for whose

[1] See Justin Winsor's report on the Library of Harvard College. Annual Reports, 1882–3. It appears from Mr. Winsor's report that the practice of giving students temporary admission to the shelves is a growing tendency at Harvard College. The number of times that cards of admission are actually used would seem to be a fair test of the extent to which the library was becoming a work-shop. In 1879–80, the number was 340; in 1880–1, it was 870; in 1881–2, it was 2,542; last year it was 3,340,—a total increase in four years of 3,000 cases of *original research*. It appears that during the past year 167 students have used admission cards—46 were students of history, 5 of Political Economy.

benefit they are set forth. Usually the instructor's name is placed upon that collection of authorities which he has selected for the use of his class. Reserved books can be taken out over night. While conflicts of interest sometimes occur between instructors or students who need the same books, yet these matters are generally settled by principles of comity or by the greatest good of the greatest number. The point is to secure the greatest efficiency of the college library as a laboratory for student-work. Professors Greenough, Emerton, and others have gained this point by having seminary classes meet in one of the small rooms of the library building—an idea which was afterwards carried out by the Baltimore historical seminary, which met for a time in one of the small lecture-halls of the Peabody Institute.

Seminary Work in the University of Michigan.

The development and present character of seminary work in history at the University of Michigan are described as follows by Professor Charles Kendall Adams, Dean of the School of Political Science:

"I hardly suppose there are any peculiarities in our methods of instruction before coming to the seminary work that I need to describe. In the paper I contributed to Dr. Hall's volume[1] I gave some hints that will enable you to judge as to what we do. But a few words in regard to the seminary work may not be unwelcome.

"This, of course, had to be evolved out of the old collegiate curriculum. When I took hold of my work here, in full charge of the Department of History, in 1868, it occurred to me that something might be done to awaken further interest by introducing the German seminary methods. I had observed the work done in the seminaries in Berlin, Leipzig, and Bonn,

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[1] Pedagogical Library, edited by G. Stanley Hall, Vol. I., Methods of Teaching History, pp. 171–181.

and was convinced that better work could be done than, up to that time, had here been attempted. Accordingly, the next year, in 1869, I got together a group of seniors, especially interested in historical studies, to see what I could do with them. The students were, of course, ill-prepared for anything that could properly be called original work; and the resources of the library were quite inadequate. But we did the best we could, and the results on the whole were so satisfactory that I was encouraged to develop the system as time and opportunity seemed to suggest. It was not for some years after the time of which I am speaking, that the course of study was made elective after the first year. As soon as the elective system came to be general, I was able to provide such preliminary work as I had strength to carry on. In course of time an Assistant Professor was furnished, and we have, in consequence, been able to add several courses not before given.

"Up to within the last year the resources of our library have not been such as to encourage us in going into an investigation of difficult and obscure questions. Nor, indeed, has that class of questions been the one I have supposed to be most useful to our students. Nearly all of them are undergraduates, and a majority of them are to be lawyers. I have thought, therefore, that their minds required a different class of questions from such as would be most profitable, perhaps, to a group of specialists intending to make the teaching of history a profession. In the first semester I gave the students a set of questions on English history; in the second, on American. The questions were, in the main, those in the last pages of my "Manual." The class taking the work varied in size from twenty to fifty. Of late, I have made the conditions of admittance more stringent and the number does not often go above twenty-five. I have tried three different ways of conducting the exercise. In all cases the subjects for special investigation have been assigned at the beginning of the year. In about six weeks we have the first paper—usually from half an hour to an hour in length. Then I have some

years had a critique on this paper, prepared by one of the members of the class into whose hands it had been put a week before it was to be read. I should have said that the class is always divided into groups of not more, in any case, than fifteen members, and usually not more than ten. After the critique, each member is called upon to present the results of the studies on the question before us for that day. In this way the two hours of the session are taken up. I, of course, make such observations, comments and criticisms as appear to be called for. In this way, every member of the class prepares a paper and reads a critique every semester, and is expected to present the results of some study in addition on each of the other questions.

"Another way I have tried is to divide the questions into several parts and have each student devote a week to some particular phase of an individual question. This results in better work, but at the conclusion the knowledge of the students is more fragmentary and less satisfactory. Another method has been to have each student report at each meeting the result of his own studies on his own particular question. This I have found to be the most satisfactory, if the questions are properly chosen. In such a course, the meeting would not be devoted to a single question as is usual in Germany, but to as many as happened to be in course of investigation.

"This latter is the course I pursued last year in my 'Political Seminary.' The class consists of a group of six, four of them candidates for higher degrees. Our studies were very largely of municipal institutions in different times and different countries, but not exclusively so. The results were very satisfactory indeed, so far as can be judged by the interest awakened in the students. I have been making efforts to get as large a collection as practicable of municipal documents, and I have put the students into these for the study of such of our own cities as have favored me with their reports.

"The most conspicuous success last year was a paper on the 'History of the Appointing Power of the President.' It is

well worthy of publication and I think would be regarded as a genuine contribution to current knowledge. It covers some three hundred pages of MS., and is very carefully sustained by notes and citations of authorities. Another paper of excellence was on 'History of the Land Grants for Higher Education in the Northwest.' The author of this paper, a candidate for Ph. D., is now in Columbus, O., looking at the State Records of that State. He has already visited Lansing, Madison, and Chicago, and after 'doing' Ohio is to go to Indianapolis. His final thesis is to be on 'The Land Grants for Education in the Northwest,'—more properly in that portion of the Northwest which is made up of the old Northwestern Territory. He has undertaken to trace the management in each State of all the land grants for education. I think he is doing the work thoroughly. So far as he has gone, he tells me he has examined all the General Laws and Specific Acts in the States under investigation. I think he will not only bring together a large amount of new information, but will make very clear some mistakes that have been made. Another member devoted his time to a study of the financial history of Chicago; another to a comparison of the governments of St. Louis, Chicago, Buffalo, and Boston. I have also been getting together the means for a similar study of cities of the old world. I hope to push investigations in the history of education in the Northwest. The management of elementary or common schools, the growth of the high school, legislative interference with colleges and universities are all subjects which might be profitably investigated."

The Historical Seminary in Baltimore.

In 1876 the Johns Hopkins University was opened in Baltimore for the promotion of science and of college education. There was no intention of establishing in this country a German university, or of slavishly following foreign methods. The institution was to be pre-eminently American, but it did

not hesitate to adapt the best results of European experience, to American educational wants. The system of fellowships, which secured at once a company of advanced students for scientific work, was, from the very outset, radically different from that of England, or from the German system of *Privat-docenten*. It was a peculiarly American system for the encouragement of original research. The historical seminary, which was instituted as soon as university-life in Baltimore began, was founded upon a purely American basis, and devoted itself strictly to American history. The director of this seminary, Dr. Austin Scott, was then associated with Mr. George Bancroft in Washington in preparing materials for the history of the formative period of the American constitution, upon which Mr. Bancroft was then engaged. Dr. Scott, who spent most of his time in original research in the library of the state department and with Mr. Bancroft in his own study, came to Baltimore once a week to conduct a session of the historical seminary, which met Saturday mornings.

The same course of constitutional studies, which Mr. Bancroft and Dr. Scott had pursued together, was now reviewed by six or eight university students under Dr. Scott's instructive guidance. The seminary had the feeling that they had been admitted to Mr. Bancroft's workshop and that, by the examination of his materials and his methods, they were being taught the art of constructing history. The very manuscripts which Dr. Scott had prepared, while collecting and sifting facts for Mr. Bancroft, were shown to the seminary. Questions still unsolved were submitted to Johns Hopkins students for their consideration in company with their instructor. Books from Mr. Bancroft's private library supplemented the resources of Baltimore. Original papers were prepared by various members of the seminary, and written words of encouragement for work like this, came from the historian himself. The feeling was thus engendered that, in some slight ways, the seminary was contributing to the great volume of United States History. Between such creative methods of historical

study and the old passive methods of reliance upon standard authorities and text-books, there was felt to be a vast difference. And yet the new methods were very simple. Instead of each man buying an expensive work of constitutional history, a set of the journals of the old congress, the Madison papers, Elliot's debates, the writings of Washington, Jefferson, Hamilton, and a few other sources of information contemporary with the formation of the constitution, were brought together upon a long table in the library of the Maryland historical society, where seminary sessions were held, and where special facilities were afforded for original research. Around this common board gathered the seminary which was composed originally of six or eight men, four of them "fellows" of the university. The director sat at the head of the board, and usually gave a short lecture, or informal "talk," introductory to the discussion of specific topics which had been assigned for research during the previous week. Reports were made; papers were read; and general interest was awakened in special questions touching the origin and growth of the American constitution. The relation of the states at the close of the revolutionary war, economic questions, commercial problems, the western lands, the influence of the army, the question of revenue, the efforts of statesmen, the origin and history of the great conventions, the constitutional platforms proposed, the course and results of debate, the adoption of the constitution by the various States, the administration of Washington, the rise of parties, all of these questions and many more were studied in detail by members of the historical seminary.

Dr. Scott's weekly seminary was continued, at convenient intervals, during a period of five years. The best results of this period of study were presented to the university by Dr. Scott in the form of ten public lectures, delivered in January, 1882, upon the development of the American constitution, under the special topics of nationalism and local self-government; the federative principle; self-assertion of the national

idea; reaction; transition; power of the masses; economic questions; socialism; revolution. Various original papers were prepared in connection with this seminary, and a few have found their way into print. A monograph, by the editor of this series, upon "Maryland's Influence in founding a National Commonwealth," with two minor papers upon "Washington's Land Speculations" and "Washington's Influence in opening a Channel of Trade between the East and West," was published in 1877 by the Maryland Historical Society (Fund Publication, No. XI.) An article by W. T. Brantly, of the Baltimore Bar, upon "The Influence of European Speculation in the Formation of the Federal Constitution," was published in the Southern Law Review (St. Louis) August and September, 1880. In 1881 Mr. Bancroft's great work was published in two large volumes, and seminary work in this attractive field was brought to a close. But attention was now being directed towards the field of American local institutions, the earliest germs of our colonial, state, and national life.

But before considering this new phase of the historical seminary in Baltimore, it is fitting to say a word concerning the seminary of constitutional Law, instituted by Judge T. M. Cooley, during his lectureship in Baltimore, 1877–9, at the request of members of Dr. Scott's historical seminary. This other seminary was conducted for the special purpose of expounding the text of the constitution of the United States and of comparing its provisions with the unwritten constitution of England. These exercises, which occurred once a week, consisted chiefly of comment by Judge Cooley, with questions and discussion by the class. Each member had a copy of Paschal's Annotated Constitution and of Baldwin's text, with references to constitutional decisions. The exercises were made especially profitable to students of history in consequence of the legal turn given to the discussions of the seminary by its lawyer-members and by Judge Cooley. Decisions of the supreme court, modifying or interpreting the text of

the constitution, were frequently cited, and the conception of our constitutional law as an organic growth instead of a machine, was thereby strengthened and deepened.

In the autumn of 1880, had already begun a new departure in historical instruction at the Johns Hopkins University in the introduction of American institutional history as a distinct branch of historical study. The idea was the outgrowth of a special interest in municipal history, first quickened in a seminary at Heidelberg, thence transplanted to Baltimore, where it was fostered by the reading of the writings of Sir Henry Maine, in connection with those of Carl Hegel, Maurer, Nasse, Waitz, Stubbs, and of the Harvard school of Anglo-Saxon law. The continuity of the Germanic village community in New England had been originally suggested to Sir Henry Maine by an article in *The Nation*, communicated by Professor W. F. Allen, of the University of Wisconsin. It was determined as early as 1877, after consultation with Professor Henry Adams, then and now living in Washington, to apply this principle of continuity to the town institutions of New England. Spring sojourns for four terms, beginning in 1878, at Smith College, Northampton, Massachusetts, and summer vacations spent in old towns along the New England coast made it possible to attempt this study, the first fruit of which was presented in 1880 to a mixed class of graduate and undergraduate students at the Johns Hopkins University, in a course of lectures, one hour a week, for one semester, upon the History of Plymouth Plantations, a course based upon an original study of the colonial and town records of Plymouth. The only work required of the class in this connection was an examination upon Sir Henry Maine's lectures on "Village Communities in the East and West." The next year, 1881, a similar course was given to advanced students only, upon "Salem Plantations," based upon vacation studies in Massachusetts.

By this time, kindred researches in the colonial and local records of other states were in progress among college grad-

uates from various parts of the Union. A student from South Carolina was investigating the parish system of his native state. Maryland men were studying Maryland institutions. But, while advantage was thus taken of local environments, even of summer residence, these were not the only considerations which governed the allotment of territory. A New England man was encouraged to investigate the origin and development of the municipal government of New York City. Another graduate from the northeast section of the Union began to study the local government of Michigan and the Northwest, and the results of his work were read at the general meeting of the American Social Science Association in 1882, and afterwards published in their proceedings for that year. The article was republished in the Johns Hopkins University Studies in Historical and Political Science, first series, number 5.

It was a part of the new seminary plan to have its studies published in the proceedings of learned societies, in historical magazines, and in other ways suited to the propaganda of American institutional history. Especially was it desired to obtain local recognition for local work. A paper on local government in Pennsylvania was read before the Pennsylvania historical society and published in the Pennsylvania magazine of history and biography. It was also intended that these local publications should ultimately be brought together again in a regular university series. The American Antiquarian Society, the New England Historic, Genealogical Society, the Essex Institute, the secretary of the American Social Science Association, and editors of magazines kindly co-operated in furthering this aim of the seminary; and the trustees of the Johns Hopkins University, in the autumn of 1882, enabled the project to be carried out in the shape of a monthly periodical devoted to "Studies in Historical and Political Science," the first volume of which is now complete.

The new historical seminary of graduate students began its Saturday mid-day sessions in the autumn of 1881, in a small lecture-room of the Peabody Institute, which contains a library

most admirably equipped for special research and numbering about 80,000 volumes. Here, around a long table, half a dozen advanced students met together twice a week, once for a study of the sources of early European history with special reference to Germanic peoples, and once for lectures and original papers on the local institutions of the United States. All the sources of information, used or mentioned by members of the seminary, were exhibited upon the long table, and were passed around for purposes of illustration. The advantage of seeing and handling the books mentioned in a lecture or bibliography, is very great, compared with the simple transcription of catalogue-titles into a note-book,—a method prevailing in German lecture-courses. The Baltimore seminaries are laboratories where books are treated like mineralogical specimens, passed about from hand to hand, examined, and tested.

In the spring semester of 1882, the institutional section of the historical seminary began to hold Friday evening sessions, of two hours each, for the convenience of certain young lawyers, graduates of the university, who desired to participate in the institutional work. Meantime the library resources of the Johns Hopkins for the furtherance of such study had been increasing. It was thought expedient to fit up a special library-room for the accommodation of the seminary, which had now increased to eighteen members. A seminary altar in the shape of another long table was accordingly erected, and book-shelves were built around the room, within easy reach. Here the peripatetic school of American history assembled anew and held weekly sessions until the close of the spring semester of 1883, continuing, however, its weekly meetings at the Peabody Institute for the study of the sources of English history. The historical seminary early associated with itself the graduate students in political economy and certain professors and advanced students of history and politics in other colleges. In this associate capacity the seminary is known as the Historical and Political Science Association.

No better idea of the nature of the subjects discussed by it last year can be given than those reported in a number of the

Johns Hopkins University Circular, August, 1883, among the proceedings of societies, from April 6 to May 30, 1883: topical instruction in history, by Professor William F. Allen, of the University of Wisconsin; letters from a university-student in Germany, on German methods of writing and teaching history; the limits of co-operation, by E. R. L. Gould, fellow of history; historical remarks on Talbot county and the Eastern Shore of Maryland, by Dr. Samuel A. Harrison, of Easton, Maryland; customs of land tenure among the boys of McDonogh institute, Baltimore county, by John Johnson, A. B., [a very remarkable paper, illustrating not only the advantage of studying local environments but socialism in miniature]: socialistic and co-operative features of Mormonism, by the Rev. G. D. B. Miller, of St. Mark's School, Salt Lake City; Machiavelli, by Edgar Goodman, A. B.; the influence of John Locke upon political philosophy, by B. J. Ramage, A. B.; the office of public prosecutor, by F. J. Goodnow, A. B., professor (elect) of administrative law in Columbia College; the income tax in the United States, by H. W. Caldwell, A. B., instructor (elect) of history in the University of Nebraska; Hugo Grotius, the founder of modern international law, by Arthur Yager, A. B., professor (elect) of historical and political science, Georgetown College, Ky.; review notices of the 300th anniversary of the birth of Grotius, by Dr. J. F. Jameson, associate in history, J. H. U.; America as a field for church history, by Dr. Philip Schaff, of the Union Theological Seminary; taxation in Maryland, by C. M. Armstrong, of the Baltimore Bar; review of certain results of the U. S. census of 1880, by John C. Rose, lecturer (elect) in the University of Maryland [Law School]; the revised tariff in its relation to the economic history of the United States, by Talcott Williams, A. B., of the editorial staff of the Philadelphia *Press*. Abstracts of some of these papers or communications were published in the University Circular, for August, 1883, and two or three of the articles will probably be printed in the University Studies. The article last named,

on the tariff, will be published by the Society for Political Education.

Occasionally specialists from other colleges or distinguished strangers, who are visiting the city, are present by invitation. Among other guests during the past year, President White of Cornell University has addressed the seminary. It is of no slight interest for young men to have among them, now and then, some veteran in the field of history or politics, who by his pithy sayings and friendly suggestions can sometimes do more in a half hour for the development of the seminary than would days of passive reading. The older members of the seminary can never forget the deep impressions made upon students of history in Baltimore by the late Professor J. L. Diman, of Brown University, who, during his lectureship at the Johns Hopkins University, addressed the Association of Historical and Political Science. The youngest members still speak with pleasure of Mr. Edward A. Freeman, who, by special invitation, gave the University students of history six extempore "talks" upon the geography and history of south-eastern Europe, whence he had recently come. Nor will some of these students ever forget the enthusiasm with which Mr. Freeman entered into the rooms for special research in the university library to examine the ancient laws of Maryland and to talk of English institutions with the students who were there at work. Among other interesting addresses, given especially for the benefit of the Seminary, was that by James Bryce, M. P., Regius professor of civil law in the University of Oxford, on "The Relation of Law to History." Mr. Bryce gave a general course to students of the University on "English Problems," but the special lecture was by request of the students of history. (For a brief abstract of his remarks as reported by the secretary of the Historical and Political Science Association, see University Circular, February, 1882). Recently, November 23, 1883, Mr. Bryce addressed the seminary upon the subject of De Tocqueville's Democracy in America, suggesting certain points of criticism and original

research (see University Circular, January, 1884). Dr. H. von Holst, of the University of Freiburg in Baden, has also addressed the seminary at a recent date, October 12, 1883, (see University Circular, January, 1884,) upon the study of slavery as an institution, with suggestions as to the possibilities of the southern field of research for students at the Johns Hopkins University.

With the opening of the present academic year, 1883–4, the seminary of historical and political science took up its abode in new and more spacious rooms than those hitherto occupied. The seminary is now established in the third story of the building devoted to the main university library, of which the seminary books form a subordinate section. As you enter the seminary-library, which occupies a room fifty-one by twenty-nine feet, the most noticeable object is the long library-table around which students are seated, every man in his own place, with his own drawer for writing materials. Upon the walls above the table are portraits of men who have influenced the development of the Baltimore seminary—G. H. Pertz, Bluntschli, Freeman, Bryce, Von Holst, Cooley, Diman. Busts of Jared Sparks, Francis Lieber and other distinguished representatives of history and politics give to mere aggregations of books the presence of personality. The library is arranged in alcoves around the seminary-table with primary regard to the convenience of students, who help themselves to books without any formality. American history (state and national) occupies the most honored place. International law, politics, administration, economics and social science, history (European, ecclesiastical, classical, oriental), archæology, and law (Roman, German, French, and English), have each their proper place. Within the alcoves are tables for special work, which places are assigned to advanced students holding the honors of the department. These tables are somewhat secluded from the general view by revolving book-cases, wherein books in current use are placed, as we say, "on reservation." The newspapers taken by the department are dis-

tributed in the various alcoves of politics, economics, law, history, etc. Religious journals are to be found upon the ecclesiastical table.

The current magazines of historical and political science, together with new books and university publications, are kept upon the long seminary-table, which represents the centre of scientific life for those who gather about it. The latest and freshest contributions are here displayed; and when the new becomes old, it is swept away into the alcoves, to side-tables where it still remains for some weeks on exhibition until it is finally classified in pigeon-holes, pamphlet-files, or bound volumes. The back numbers of all special magazines like the Revue Historique, Historische Zeitschrift, Preussische Jahrbücher, Tübinger Zeitschrift, Conrad's Jahrbücher, Revue de Droit International, taken by the department are kept for consultation in a room specially devoted to that purpose. In addition to these rooms there are separate offices for the various instructors, two lecture-rooms, a newspaper bureau, a geographical and statistical bureau, and the beginning of an historical museum,—some of which features of the seminary will be described in another connection.

Seminary Life.

It is easy thus to outline a few external characteristics of the seminary, but difficult to picture its inner life. Its workings are so complex and varied, that it cannot be confined within walls or restricted to a single library. Its members are to be found, now in its own rooms, now at the Peabody Institute, or again in the library of the Maryland Historical Society. Sometimes its delegates may be seen in the libraries of Philadelphia, or in the Library of Congress, or in some parish registry of South Carolina, or in some town clerk's office in New England. One summer the president of the university found a Johns Hopkins student in Quebec studying French parishes and Canadian feudalism. The next

summer, this same student, at present a fellow of history, was visiting Iona and tramping through the parishes of England. He called by the wayside upon the English historian, Mr. Freeman, at his home in Somerset. Once the seminary sent a deputy in winter to a distant village community upon the extreme eastern point of Long Island, East Hampton, where he studied the history of the common lands at Montauk, with the queen of the Montauk Indians for his sovereign protectress and chief cook. Half a dozen members of the seminary have gone off together upon an archaeological excursion, for example, to an old Maryland parish, like St. John's, where lies the ruined town of Joppa,[1] the original seat of Baltimore county; or again, to North Point, the scene of an old battle ground and the first site of St. Paul's, the original parish church of Baltimore; and still again, to Annapolis, where, with a steam launch belonging to the Naval Academy, and under the guidance of a local antiquary, they visited Greenberry's Point, upon the river Severn, the site of that ancient Puritan commonwealth which migrated from Virginia and was originally called Providence, from which sprang the Puritan capital of Maryland. Reports of these archaeological excursions, written by members of the seminary connected with the Baltimore press, found their way into the public prints and were read by many people in town and country, who thus became more deeply interested in the history of Maryland.

The scientific sessions of the Seminary, two hours each week, are probably the least of its work, for every member is engaged upon some branch of special research, which occupies a vast amount of time. Researches are prosecuted upon the economic principles of division of labor and co-operation. This co-operation appears not merely in the inter-dependence of student-monographs, but in every day student-life. A

[1] With the return of spring, the Seminary will return to the vicinity of Joppa for the sake of exploiting fifteen Indian graves which are to be opened in the interest of science by the present proprietor.

word is passed here, a hint is given there; a new fact or reference, casually discovered by one man, is communicated to another to whom it is of more special interest; a valuable book, found in some Baltimore library or antiquarian bookstore, is recommended, or purchased for a friend. These things, however, are only indications of that kindly spirit of co-operation which flows steadily on beneath the surface of student-life. It is interesting to observe this spirit of friendly reciprocity even among rivals for university honors, that is, for fellowships and scholarships. Individual ambition is undoubtedly a strong motive in student-work, but there is such a thing among students everywhere as ambition for others, call it class spirit, *esprit de corps*, good fellowship, or good will to men. The Baltimore seminary is individually ambitious, but it hails with delight the rise of similar associations elsewhere, at Harvard University, at the University of Pennsylvania (Wharton School), Cornell University, University of Michigan, University of Wisconsin, University of Nebraska, and University of California. All these seminaries are individually ambitious, but it is ambition for the common cause of science. They are all pushing forward their lines of research, but all are co-operating for the advancement of American History.

The Seminary Library.

The library of the seminary of historical and political science began in the collection of colonial records, state laws, and American archives for the encouragement of students in American institutional history. The collection was at first increased from the main library of the university, which transferred all *special* works relating to this department; then, gradual purchases were made of institutional and economic material from England and Germany, in the special interest of the seminary. In December, 1882, the private library of the late Dr. John Caspar Bluntschli, of Heidelberg, was incorporated into that of the seminary, after presentation to the

University by the German citizens of Baltimore. The Bluntschli library, containing nearly three thousand volumes, with about four thousand pamphlets, represents the scientific collections of a broad-minded specialist in historical and political science, whose horizon of interest widened gradually from the pent-up limits of a Swiss canton to modern European states and to the law of nations. Bluntschli's professional position at Munich as historian of political science and as editor of the German political dictionary, his life as professor and practical politician at Heidelberg, his presidency of the *Institut de Droit International*, brought him into scientific association with specialists, not only in Germany, but in Holland, Belgium, France, Italy, Austria, Russia, and England; consequently, his library is especially rich in books, which came to him from distinguished writers in all these countries. Upon the basis of this European collection, representing the laws and history of the old world, the Baltimore seminary, conscious of its Heidelberg inheritance, proposes now to build up an American collection which shall represent the history, laws, and institutions of the new world. Already since the acquisition of the Bluntschli collection, the seminary library has increased to over eight thousand volumes. Besides many private donations, it has received two large gifts of government documents, one from the state department, the other from the department of the interior; and it will henceforth be one of the Maryland repositories for all public documents issued by the United States. The seminary has sent out a circular letter to secretaries of the individual states, mayors of cities, and to prominent officials in various stations, requesting donations of documents and reports for the increase of its library; and the returns are altogether gratifying. It is hoped that gradually the different strata of American institutional and economic history, from local and municipal to state and national life, may be represented in the scientific collections of the Johns Hopkins University.

Bluntschli and Lieber Manuscripts.

The most cherished part of the seminary library is kept in a special case, devoted to the writings of Bluntschli and Lieber. The Bluntschli family understood well that the manuscripts of the deceased scholar and statesman would be most fittingly preserved in connection with his own library. Although the manuscript collection was no part of the original purchase made by the German citizens of Baltimore in the interests of the University, yet with the purchased library came also the manuscripts as a free gift. They comprise not alone the materials used in some of his great works, but also written lectures upon various subjects and even his note-books, kept while listening as a student to great masters like Niebuhr and Savigny. The note-books are all firmly bound and are written in the same neat, fine hand which characterized Bluntschli's manuscripts to the last. These note-books, quarto size, with six large pamphlet-boxes of written lectures and other manuscript materials, have for two of Bluntschli's pupils, now instructors in the department of history and economics, a certain *Affectionswerth;* and for all others who visit or use the library these original manuscripts are an object of very great interest. They are kept together with a complete set of Bluntschli's own writings, which are very numerous and include a large collection of special monographs. It is by a peculiar historic fitness that the published works and manuscripts of two men like Bluntschli and Lieber, who were devoted friends in life, are now brought together after their death. Bluntschli and Lieber never met face to face; they were friends, however, by long correspondence and by common sympathies. Lieber used to say that he in New York, Bluntschli in Heidelberg, and Laboulaye in Paris formed a "scientific clover-leaf," representing the international character of French, German, and Anglo-American culture.

The widow of Francis Lieber, rejoicing that the Bluntschli Library is now in America, has determined that the manuscripts of her husband shall henceforth be associated with those of his old friend. She has accordingly sent to the Johns Hopkins University the Lieber papers, with annotated, interleaved copies of his various works. They have all been placed in the same case with the Bluntschli writings, to which have been added the works of Laboulaye, so that the "scientific clover-leaf" will remain undivided. Lieber's bust, presented by his widow, now stands by the side of Bluntschli's portrait. Although Laboulaye became alienated from his two old friends in consequence of the Franco-Prussian war, yet, as Bluntschli well said, "that community of thought, science, and endeavor, which we represented for three peoples and for three civilizations, is not broken up, but will broaden and deepen and become more fruitful, as surely as the peculiar spirit and individual forms of nationality, existing of their own right, find their true harmony and highest end in the development of humanity."[1]

The Pamphlet Collection.

The most available part of the Bluntschli Library is its pamphlet collection. Scholars were in the habit of sending to him their minor treatises; so that his collection of monographs is of a very superior character and, in all probability, could not be duplicated. The collection has been rapidly increased by frequent pamphlet-donations from President Gilman, Hon. George William Brown, and other members of the Board of Trustees; from lawyers in Baltimore and various friends of the University. The problem of adequately providing for the temporary exhibition and final preservation of

[1] Dr. J. C. Bluntschli, "Lieber's Service to Political Science and International Law," an article written by request as an introduction to the second volume of Lieber's Miscellaneous Writings, edited by D. C. Gilman, President of the Johns Hopkins University.

these incoming pamphlets was a difficult one to solve. Books are easily managed in alcoves and in department-groups, but the proper treatment of unbound, defenceless pamphlets is the hardest thing in library-administration. The solution attempted in the seminary is the preliminary exposition of new pamphlets in special groups,—law, politics, economics, social and educational questions, history, etc., upon a long table extending the full length of the Library at right angles with the book alcoves and following the alcove classification; *i. e.*, all historical pamphlets are in immediate proximity to historical books. Beneath the long table are very many pigeon-holes for the temporary classification of pamphlets and magazines that have passed the exhibition-stage. In their final treatment, magazines are bound and placed in a room specially devoted to bound journals; old pamphlets are gathered together in Woodruff-files (now in general use in government departments at Washington) and are placed upon bookshelves by the side of that class of books to which the pamphlet category belongs. The Woodruff-file holds a vast number of pamphlets upright, with the title-pages facing the person opening the file. This receptacle has a wooden front, bearing the label of the pamphlet-class, and opens like a drawer. The rapidity and ease with which pamphlets can thus be handled are very great improvements upon old-fashioned pamphlet-cases or Clacher-boxes. With all pamphlets indexed in a card-catalogue by subject, author, and class, any minor treatise of a few pages may be as quickly found as a bound volume. For students, these minor treatises are often of more consequence than ponderous folios. The Woodruff-file can be made to suit pamphlets of any width or any height. The size chiefly used by the Seminary is eleven inches high, seven and three-quarters inches wide, and ten and one-half inches deep. These dimensions fit exactly the shelving allotted to pamphlets. It is very important to have the wooden front of sufficient height to fill the space between two shelves, in order to keep out dust. For the latter purpose,

the so-called "Clacher-box" is excellent. It has a spring-back and a bottom-slide upon which the pamphlets stand upright when drawn out from the case. Clacher-boxes are used in the Seminary upon the tops of revolving book-cases, where they stand firmly by their own weight and where pamphlets can be handled without touching the receptacle save opening its door and pulling out the bottom-slide.

Pamphlet Groups.

The following classification of seminary pamphlets has been prepared as a simple report of progress, without any pretensions to completeness, even with reference to the seminary collections, wherein remains much material yet to be assorted. The list will serve to characterize the convenient method of grouping masses of pamphlets in Woodruff files. The rubrics will of course be differentiated and continually increased as new materials are added and as the old are gradually better arranged. Pamphlets cease to be rubbish as soon as they are classified upon scientific principles. "It is impossible to say," declares Justin Winsor, "what ephemeral publication may not become of cardinal interest."

Historical.

Ancient History; — Church History; — European History; — United States; New England; — New York; — Pennsylvania; — New Jersey and Delaware; — Maryland; — Baltimore; — Virginia; — the South in general; — the Civil War; — Western States; — Territories, etc.

Political.

Political Philosophy; — Political Science; — Administration; — Civil Service Reform; — Elections; — Representation (Minorities); — Political Questions; — (*a*) United States, (*b*) England, (*c*) France, (*d*) Germany, (*e*) Austria, (*f*) Switzerland, (*g*) Italy, (*h*) Greece, (*i*) Russia, etc.

International Law.

General International Law; — Institut de Droit International; — International Conferences; — Arbitration; — Intervention; — Extradition; — Neu-

trality; — Treaties; — War; — Consular Reports; — Private International Law.

International Politics.

Foreign Relations of the United States; — England; — France; — Germany; — Switzerland; — Italy; — Russia — Schleswig-Holstein; — Franco-Prussian War; — Eastern Question; — International politics in general.

Institutional.

Institutions in general; — The Family; — Marriage; — Contracts; — Slavery; — Serfdom; — Nobility; — Land Tenure; — Local Institutions; — City Government; — State Government; — National Institutions; — Public Lands, etc.

Constitutional.

United States; — England; — Switzerland; — Law of Cantons, (*a*) Appenzell-Lucerne, (*b*) Neuchâtel-Zürich; — German Empire; — Laws of German States, Anhalt-Würtemberg; — France; — Austria; — Italy; — Greece, etc.

Legal.

Law in general; — History of Law; — the Civil Law in general; — Civil Procedure, (*a*) Roman, (*b*) in General; — Judicial Organization; — Criminal Law; — Penal Codes; — Sachsenspiegel; — Schwabenspiegel; — other early Codes; — Law of Personal Relations; — Succession; — Inheritance; — Swiss Private Law; — Law Tracts; — Law-Briefs (American); — Sales; — Literary Property, etc.

Economic.

Economic History; — Baltimore Economics; — Maryland Economics; — Economics of Cities; — State Economics; — U. S. Finance; — Money; — Banking; — Checks; — Mortgages; — Debts; — Tariff; — Labor and Capital; — Laboring Classes; — Manufactures; — Commerce; — Shipping; — Railroads; — Canals; — Internal Improvements; — Agriculture; — Statistics, etc.

Social.

Social Science, (*a*) American Association, (*b*) Philadelphia Association; — American Colonization Society; — Social Problems; — The Poor; — Prisons and Prison Reform; — Charities, (*a*) of Baltimore, (*b*) other Cities, (*c*) in general; — Organization of Charities; — Temperance Reform; — Sanitary Science; — Parks, Village and City Improvement, etc.

Religious and Ecclesiastical.

History of Religions; — Religion in general; — Church and State; — Ecclesiastical Law; — Ecclesiastical Questions (Europe), (*a*) before the Vatican Council, (*b*) since the Vatican Council; — Religious Questions in America; — Religion and Science, etc.

Educational.

Education in general; — Education in Baltimore; — Peabody Institute; — Johns Hopkins University; — Universities and Colleges; — Common Schools, — Education in New England; — Southern Education (Slater and Peabody Funds); — Indian and Negro Education; — Industrial Education; — Bureau of Education; — Libraries; — Library Administration; — Bibliographies; — Catalogues and Book Notices.

Since the above list was prepared the seminary has received a large donation of pamphlets from Hon. George W. Dobbin, president of the board of trustees, also the loan, by the president of the university, of a large portion of his private and official collections. This new material greatly enriches the pamphlet-stores of the seminary, and will lead to the formation of many new rubrics. The most recent donation of pamphlets is that received March 10, 1884, from Mrs. Francis Lieber, of Newport, R. I., who has contributed a valuable private collection of Dr. Lieber's monographs and a rare set of pamphlets relating to the Mexican Claim Commission, upon which Dr. Lieber served as umpire. It is interesting to find, among the Lieber papers, articles that were sent him by Bluntschli, and, among the Bluntschli pamphlets, many that were presented by Lieber.

The Newspaper Bureau.

One of the most interesting, if not the most valuable features of the seminary library, is the so-called newspaper bureau. This consists primarily of an office wherein the newspapers of the day are reduced to their lowest terms for purposes of historical and political science. Files of representative journals are contributed to the seminary by the Young Men's Christian Association, the University Club, and by the Mercantile Library, of Baltimore, while many critical journals are obtained directly for the seminary by private donation or in exchange for university publications. Certain files, like the Saturday Review, The Nation, The American (of Philadelphia),

The Literary World, The Critic, The Economist, Bradstreet's, &c., are preserved for future reference; but the great majority of papers are cut to pieces for scientific purposes. A competent force of graduate students work an hour or two each week under the direction of one of their number, who is a trained editor, and mark superior articles upon economic, political, social, educational, legal, and historical subjects. These marked papers are excerpted during the succeeding week by an office-boy and, afterwards, the editor in charge, with the aid of the two fellows, scholars, and students in the department of History and Politics, assort the articles into their various categories and arrange them upon alphabetical principles in newspaper budgets, which are kept in large congress-envelopes, or oblong boxes, bearing each its printed label and all classified alphabetically in four hundred compartments, somewhat like those of a post-office, except that they are arranged in an upright position upon an inclined plane, so that the labels, upon the upper end of the boxes, easily catch the eye. These boxes bear such labels as Army and Navy, Archæology, African Exploration, Australian Confederation, Baltimore (History, Government, &c.), Banking, Biography, Butlerism, Canals, Charities, City Government, Civil Service, Commerce and Trade, Communism and Socialism, Competition, Co-operation, Debts and Repudiation, Divorce, Egypt, Forestry, Immigration, Indian Question, Institutions, Jewish Question, Journalism, Labor, Land, Money, Negro Question, Population, Parks, Railroads, Strikes, Telegraphs, Telephones, Temperance, Universities, Women, etc. When the boxes become full, they are referred to special committees for further reduction and further differentiation. Thus the subject-categories continually increase, and, when the post-office compartments become inadequate, Woodruff-files, or some other good device, will be employed, and the newspaper-budgets will thus finally become classified like pamphlets.

While by far the greater portion of the newspaper-clippings find their way into these envelope-boxes for future reference

and final sifting by special committees (thus furnishing sometimes suggestive materials for a report to the seminary) the choicest extracts from a few leading papers, which are clipped almost as soon as they come, are placed upon special bulletin-boards devoted each to some one department. There is one board for Foreign Intelligence or International Politics, where in turn appear France in Asia, the question of international control of the river Congo, England in Egypt, etc. Another bulletin-board bears the heading "American Politics," with special sub-headings chalked out from week to week. A third board is devoted to Economic and Social Questions, where the Tariff figures largely. A fourth space is given up to General History; a fifth to Ecclesiastical matters; and a sixth, the largest of all, to Book Notices, Education, University affairs, and student-interests in general. The sub-headings under which the various clippings are grouped are changed from week to week, when the old material is cleared off and a new lot tacked up. The idea is to exhibit the current topics for a week's time, in so far as they relate to the interests of the seminary. The young men who attend to these bulletin-boards for their fellow students are learning not only critical and orderly methods, but also the potential process of making up a journal of historical and political science. They are learning to be journalists and editors. Without professing to be a school of journalism, the seminary has furnished writers for each of the prominent papers in the city of Baltimore and for some at a distance, while several of its members have secured editorial positions.

But the chief advantages of the newspaper bureau are for the seminary at large. The classification and preservation of the best articles on economic, social, and political topics are found by all to be exceedingly useful. How often does one wish that he had saved the report of some court decision, important trial, political discussion, scholar's address, a statesman's speech, a department report, a mayor's message, divorce statistics, new facts and illustrations! How often these things

would work into the warp and woof of a student's task, if he could only lay his hand upon them at the right moment! It is idle to disparage the daily press; it is worse than idle to sneer at present politics. Some of the best energies of our time are revealed in the newspaper and in politico-economic discussion. We may believe one of Berlin's professors when he says, "*Das was heute Politik ist, gehört morgen der Geschichte an.*"[1] This is only another form of the motto adapted from a saying of Mr. Freeman's—History is past Politics and Politics is present History,—a motto printed upon the wall of the seminary, immediately above the newspaper cabinet and by the side of the English historian's portrait. So well does Mr. Freeman appreciate the political spirit of the historical seminary that he sends it almost every fortnight a budget of English newspapers, with marked articles, for example, upon the Lord Mayor, London Municipal Reform, Borough Elections, the Speaker of the House of Commons, Government and the Suez Canal, Canada, Australian Confederation, the Flemish Movement in Belgium, the Norwegian Ministry, the Queen's Speech, Mr. Freeman's Lecture before the Gloucester Cathedral Society, Henry George, Land Reform Union, Representation, the Parliamentary Franchise, the Stowe Manuscripts in the British Museum.

A most interesting illustration of the value of newspapers, even for the student of the Norman Conquest, is the report published in the the Sussex *Express*, August 4, 1883, of the Proceedings of the Royal Archæological Institute, during its last summer excursion to Lewes,[2] the Castle of Pavensey, to Hastings, and the hill of Senlec, when Mr. Freeman reviewed, in open air, the story of Harold and the Norman invader. If

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[1] What is Politics to-day, becomes History to-morrow.—Droysen, Historik, 4.

[2] Mr. Freeman's address at the annual meeting of the Archæological Institute at Lewes, July 31, 1883, is printed in the Archæological Journal, vol. xi, 335, "The Early History of Sussex."

historians and newspapers can make such scenes live anew and kindle signal interest among students on this side of the Atlantic, then are historical writings and newspaper heralds worthy of honorable association.

List of Journals.

The following special journals, magazines, reviews, newspapers and other periodicals are at present received by the Seminary of Historical and Political Science. Some are obtained by subscription; others in exchange for University publications; still others by donation or through the courtesy of public officials. The seminary is under special obligations to the Mercantile Library, the Young Men's Christian Association, the University Club (all of Baltimore) for the gift of newspapers for clipping purposes; to the University Library for the deposit of special reviews in the department of Historical and Political Science; and to the Publication Agency of the University for the care taken in securing exchanges that are useful to students of history, economics, and social problems.

Historical.

Revue Historique, bi-monthly, Paris; — Bulletins de la Société Historique et Cercle Saint Simon, occasional, Paris; — Historische Zeitschrift, bi-monthly, edited by H. von Sybel, Munich and Leipzig; — Antiquarian Magazine, monthly, edited by Edward Walford, London; — Proceedings of the American Antiquarian Society, Worcester, Mass.; — Proceedings of the Numismatic and Antiquarian Society, Philadelphia; — The American Antiquarian, quarterly, edited by the Rev. S. D. Peet, Chicago; — Proceedings of the American Historic, Genealogical Society, Boston; — The Magazine of American History, edited by Mrs. Martha J. Lamb, New York; — Pennsylvania Magazine of History and Biography, Philadelphia; — Maryland Historical Society Fund Publications, occasional, Baltimore; — Southern Historical Society Papers, monthly, edited by the Rev. J. William Jones, Richmond; — Essex Institute Historical Collections, quarterly, Salem, Mass.; — Contributions of the Old Residents' Historical Association, occasional, Lowell, Mass.; — The Bay State Monthly, published by John A. McClintock & Co., Boston; — The Granite Monthly, edited by J. N. McClintock, Concord, N. H.; — Kansas City Review (of Archaeology and Anthropology) edited by T. S. Case, Kansas City, Mo.; — The United Service, a monthly review of military and naval affairs, Philadelphia.

Political.

A.—FOREIGN MAGAZINES.

Zeitschrift für die gesammte Staatswissenschaft, bi-monthly, edited by Doctors Fricker, Schäffle, and Wagner, Tübingen; — Preussische Jahrbücher, monthly, edited by H. von Treitschke and H. Delbrück, Berlin; — Jahrbuch für Gesetzgebung, Verwaltung and Volkswirthschaft im Deutschen Reich, in parts, edited by Gustav Schmoller, Leipzig.

B.—AMERICAN SPECIAL PUBLICATIONS.

Civil Service Record, monthly, Boston and Cambridge; — Publications of the Civil Service Reform Association, New York; — Congressional Record, daily, Washington; — Monthly Bulletin of the Publications of the U. S. Government, James Anglim, Washington; — Journal of the House of Delegates and Senate Journal, daily, Annapolis.

C.—WEEKLY PAPERS.

The Nation, New York; — The Weekly Press, Philadelphia; — The American, Philadelphia; — The Advertiser, Boston; — The Sunday Herald, Boston; — The Springfield Republican; — The Cincinnati Weekly News; — San Francisco Weekly Bulletin.

D.—DAILY PAPERS.

The Sun, The American, The Day (all of Baltimore); —The Post, Washington; — Evening Post, New York; — New York Herald; — New York Tribune; — Cincinnati Commercial; — Chicago Tribune; — St. Louis Republican; — Minneapolis Tribune; — Toronto Globe; — Louisville Courier; —Richmond Dispatch; —Charleston News and Courier; —Boston Journal; — Der Deutsche Correspondent (Balto.)

Economical.

The Bankers' Magazine and Statistical Register, monthly, edited by Albert S. Bolles, New York; — Bradstreet's,—A Journal of Trade, Finance, and Public Economy, weekly, edited by W. D. Ford, New York; — Economic Tracts, published by the society for political education, New York; — The American Protectionist, weekly, edited by Marcus Hanlon, New York; — The American Free Trader, monthly, New York; — The Economist, weekly, London; — The Investor's Manual, weekly, London; — L'Économiste Français, weekly, Paris; — Journal des Économistes. Revue de la Science Économique et de la Science Statistique, monthly, Paris; — Jahrbücher für National ökonomie und Statistik, monthly, edited J. Conrad, Jena; — Baltimore Manufacturer's Record, weekly; — Annual Reports of the Secretary of the Treasury on the state of the Finances, Washington; — Bulletin of the

National Association of Wool Manufacturers, quarterly, edited by J. L. Hayes, Boston; — Annual Reports, Baltimore Corn and Flour Exchange.

Statistical.

Journal of the Statistical Society, quarterly, London; — Zeitschrift des königlich. Preussischen Statistischen Bureaus, semi-annual, edited by E. Blenck, Berlin; — Quarterly Reports of the Bureau of Statistics, Joseph Nimmo, Washington; — Statistical Abstract of the United States, occasional, Joseph Nimmo, Washington; — Reports of the Bureau of Statistics of Labor, Massachusetts, Carroll D. Wright, Boston.

Geographical.

Petermann's Mitteilungen aus Justus Perthes's Geographischer Anstalt, monthly, edited by Dr. E. Behm, Gotha; — Publications of the United States Coast Survey and of the U. S. Corps of Engineers.

Municipal.

Mayors' Messages and Reports of City Officers, annual, Baltimore, Boston, New York, Brooklyn, Providence, Chicago, St. Louis, San Francisco, Charleston, Cleveland, Toledo, Kansas City, etc.

Social.

La Réforme Sociale, fortnightly, Paris; — Reports of the Chief Inspector of Factories and Workshops, Blue Books, annual, London; — Howard Association Reports (for crime-prevention and penal reform), annual, London; — Reports of the State Board of Health, Lunacy, and Charity, Massachusetts, annual; — The Journal of Social Science, containing the Proceedings of the American Social Science Association; — Publications of the Philadelphia Social Science Association; — Reports of the Society for the Protection of Children from Cruelty and Immorality, annual, Baltimore; — The American Sentry, weekly, New York; — Progress, weekly, Philadelphia; — The Woman's Journal, weekly, Boston; — Annual Reports of the New York Society for the suppression of vice.

Socialistic.

The Christian Socialist, monthly, London; — Justice, weekly, London; — To-Day, monthly, London; — Wochenblatt der New Yorker Volkszeitung; — Die Fackel, Sonntagsblatt der Chicagoer Arbeiter-Zeitung, Socialistic Publishing Co., Chicago; — Vorbote, unabhängiges Organ für die wahren Interessen des Proletariats, weekly, Socialistic Publishing Co., Chicago; — Truth, a Journal for the Poor, edited by B. G. Haskell, San Francisco; — Sociologist, monthly, Knoxville, Tenn.; — Le Prolétaire, organe officiel de

la fédération des travailleurs socialistes, weekly, Paris; — The Free Soiler (advocating the nationalization of Land), monthly, edited by J. B. Robinson, New York.

Legal and International.

Revue de Droit International et de Legislation Comparée, monthly, edited by Alphonse Rivier, Bruxelles and Leipzig; — Reports from the Consuls of the United States; — the Legal Adviser, weekly, edited by E. M. Haynes, Chicago.

Religious and Ecclesiastical.[1]

The Christian Union, weekly, New York, edited by Rev. Lyman Abbot and H. W. Mabie, New York; — The Congregationalist, weekly, edited by Rev. H. M. Dexter, Boston; — The Independent, edited by Rev. W. H. Ward, New York; — N. Y. Observer, weekly, edited by Rev. Irenaeus Prime; —The National Baptist, weekly, edited by Rev. Dr. Wayland, Philadelphia; —The Christian Intelligencer, weekly, edited by Rev. J. M. Ferris and Rev. N. H. Van Arsdale, New York; — The Christian Advocate, weekly, edited by J. M. Buckley, D. D., New York; — The Examiner, weekly, published by Bright, Church & Co., New York; — The Presbyterian, weekly, edited by Rev. Dr. Grier, Philadelphia; — New York Weekly Witness, edited by John Dugall, *et al.*; —The Churchman, weekly, New York; —The American Literary Churchman, fortnightly, edited by Rev. William Kirkus, Baltimore; — Southern Churchman, weekly, edited by Rev. Dr. Sprigg, Richmond; —The Presbyterian Observer, weekly, edited by Rev. J. M. Maxwell and W. J. Graham, Baltimore; —The Catholic Review, weekly, edited by P. V. Hickey, New York; — The Standard, weekly, edited by J. A. Smith, D. D., Chicago; —The Western Christian Advocate, weekly, edited by F. S. Hoyt, D. D., and J. J. Hight, D. D., Cincinnati; — The Episcopal Methodist, weekly, Rev. W. K. Boyle, Baltimore; — The Cumberland Presbyterian, weekly, edited by J. R. Brown, D. D., and D. M. Harris, D. D., Nashville; — The Protestant Standard, weekly, edited by Rev. J. A. McGowan, Philadelphia; —The Methodist Protestant, weekly, edited by E. J. Drinkhouse, D. D., Baltimore; — The Christian World, weekly, edited by Rev. E. Herbruck and Rev. M. Loucks, Dayton, O.; — Der Lutherische Kirchenfreund, weekly,

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[1] This department of religious periodicals is in the special charge of the Rev. J. A. Fisher, a graduate student, who is interested in American Church History. He finds the religious press extremely valuable for fragments of denominational history; bibliographical references; discussions of religious, educational, and social questions; court decisions on ecclesiastical property; ecclesiastical trials; statistical tables; denominational colleges, church and school; church architecture. In a religious paper attention is called to a newly discovered MS. of the second century, throwing light on the origin of church government (see *The Independent*, February 28, March 6, 13, 1884).

Chicago; — The Christian Observer, weekly, edited by Rev. F. B. and T. E. Converse, Louisville; — The Episcopal Recorder, weekly, edited by Rev. Wm. Newton, D. D., and Saml. Ashhurst, M. D., Baltimore.

Literary and Educational.

The Literary World, fortnightly, Boston; — The Critic and Good Literature, edited by J. L. and J. B. Gilder, New York; — The Current, weekly, edited by E. L. Wakeman, Chicago; — The Overland Monthly, San Francisco; — Publications of the City and Guilds of London Institute for the advancement of Technical Education; — Annual Reports of the Public Education Association, Philadelphia; — Publications of the Cleveland Educational Bureau (Books for the People); — Ward and Lock's Penny Books for the People (Historical and Biographical Series), London; — The School Herald, fortnightly, edited by W. I. Chase, Chicago; — The Southern Workman, monthly, edited by S. C. Armstrong and H. W. Ludlow (printed by students) Hampton, Va.; — The Morning Star, monthly, Carlisle, Pa. (representing the Indian Industrial School); — The Week, McDonogh Institute, Baltimore County, Md. (printed by the boys and representing a remarkable juvenile society, soon to be described in the "Studies"); — The African Repository, quarterly, Washington, D. C. (organ of the American Colonization Society); — The Herald-Crimson, daily, Cambridge, Mass.; — The Amherst [Mass.] Student, fortnightly; — Johns Hopkins University Circulars, monthly, Baltimore.

Bibliographical.

Harvard University Bulletins, quarterly, edited by Justin Winsor, Cambridge; — Bulletins of the Boston Public Library, quarterly; — Monthly Reference-Lists, edited by W. E. Foster, Providence Public Library, R. I.; — Worcester Free Public Library, Lists of Additions, with Notes, monthly, edited by S. S. Green.

The above lists represent merely the special periodical literature, which is given or entrusted to the seminary by associations, the general library administration, the publication agency, and various other friends. All magazines and journals which are of general scientific or literary interest to the University public are kept in the University reading room. Whatever is thought to pertain more especially to work going on in historical and political science is relegated to that department. Some few journals, for example *The Nation* and certain library bulletins, are taken in duplicate. In the eighth annual report of the president of the University, there is pub-

lished a list of foreign exchanges. The last printed list of the periodical literature received by the University was issued in the Annual Register of 1880–81.

The Historical Museum.

At the present time, the seminary library of historical and political science begins with relics of the stone age and ends with the newspaper. At one end of the room are the first collections for an anthropological museum; at the other is a bulletin-board for university news. A good foundation of an historical museum was made last May by Mr. William Ellinger, formerly of Baltimore but now a resident of Arizona, who contributed a valuable collection of lacustrine relics from Neuchâtel, — axes, spear-heads, knives, spindle-whorls, ornaments representing the stone and bronze ages of Switzerland. Numerous utensils and missile weapons belonging to the stone age of Virginia have since been given by the Rev. Dr. Randolph, formerly rector of Emanuel Church, Baltimore, now Assistant Bishop of Virginia. Memorials of the stone age of Maryland have been presented to the university by Colonel B. F. Taylor, of Kingsville, Baltimore county, near the site of "Joppa," where the seminary found its first stone axe two years ago. This latter relic of the Maryland aborigines and an unearthed brick, which identified the site of the first court-house in Baltimore county, were for a long time the only objects of archæological interest in the seminary-library. They led to a jocose observation in one of the Baltimore city papers that the Johns Hopkins University Museum consisted of an Indian hatchet and a brick-bat. This facetious remark, copied with pardonable malice by the press of Boston, was literally true. It characterized our museum about as cleverly as *The Nation* described the Johns Hopkins in 1876, when it was suggested that its trustees appeared to believe they could have a university in tents and a library in soap-boxes.

But the library and the university have grown somewhat since that day and the museum also is destined to grow.

Although beginning in small ways, student-interest in archæological and historical collections is manifestly increasing. After the exhibition of the Ellinger collection in the Bluntschli Library, three young men who had lived for many years in Rome began to enrich the museum of prehistoric relics with Etruscan pottery, vases from the ancient city of Veii, Roman lamps from the bottom of the Tiber, Christian lamps from the catacombs, a collection of coins with the image and superscription of the Cæsars from Augustus to Romulus Augustulus. Symbols of the entire history of the Roman Empire and of prehistoric Europe have thus been added to the Indian hatchet and the brick-bat. Rome was not built in a day, nor yet is an anthropological museum; but the corner-stone is laid.

The special advantages are great for the up-building in Baltimore of a collection of artistic and literary memorials illustrating the historical progress of our race. There are valuable Egyptian treasures in this city which, it is hoped, will some day be brought to the university. There are classic monuments, worthy of preservation in some museum of science. The Church, too, in this truly catholic city, has many artistic and literary symbols which it is the duty of science and religion alike to place in their proper historic connection for the instruction of clergy and students.

It is of no small advantage in the up-building of such a museum for members of the Johns Hopkins University to have access to such a wonderful collection of early typographical art, illuminated missals, breviaries, rare editions of the schoolmen, church fathers, and of the classics as the Stinnecke Library, collected by the late Bishop Whittingham, and now belonging to the diocese of Maryland. Great is the privilege now enjoyed of freely visiting such a rare private library as that of Mr. John W. McCoy,—a library rich beyond present description in works of art-history, in collections of photographs, prints, and engravings of the old masters. Great also are the pleasure and profit of occasionally visiting such a choice

gallery of modern painting as that owned by Mr. William T. Walters,[1] or Mr. John W. Garrett. Inestimable is the benefit that a student may derive from the collections of the Peabody Institute, its new museum of plastic art, its costly plates and rare engravings, in short, its entire literary apparatus. These things all belong to the existing vantage ground, to the municipal environment of Baltimore.

Not the least of the practical advantages in the development of the museum-idea at the Johns Hopkins University is the proximity of Baltimore to Washington. The collections of the Smithsonian Institution and of the National Museum are within easy reach. Institutions and men often acquire strength by contact. A university in the environment of a national government which expends over three million dollars annually for scientific purposes, is well placed, even though it enjoys no great share in the distribution. The advantage lies in access to government collections, such as the National Museum and the Congressional Library, and in associations with government officials who are interested in university-work. It is no small thing for university-students to visit the National Museum under the instructive guidance of Major J. W. Powell, director of the Bureau of Ethnology, and chief of the Geological Survey. It is also no small thing to have such a man address, one day the Historical Seminary upon Indian Sociology, and, the next day, the newly formed Archæological Society upon the subject of Indian Art. These things are accomplished facts, and they represent stepping-stones for the up-building of the museum-idea in Baltimore.

It is not proposed to limit the Historical Museum to American Archæology, or to Prehistoric times, not yet to

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[1] Appreciative articles on Mr. Walter's remarkable collections of Japanese art and modern paintings, which were newly exhibited Feb. 26, 1884, appeared in the New York Tribune Feb. 27 and March 3, 10; in the Boston Weekly Advertiser Feb. 29, and in all the Baltimore papers Feb. 27, 1884.

Egyptian or any historic period, but to select a few things that are illustrative or typical of all times and of all phases of human progress. "Denn das Einzelne ist auch ein Ausdruck des Ganzen, in dessen Zusammenhang es seine Stelle hat, und ist es um so mehr als es typischer ist."[1]

Geographical Bureau.

In addition to the Historical Museum (which in all probability will soon be removed from the Seminary library and placed upon a broader basis) there is now developing a so-called Geographical and Statistical Bureau. Here maps, charts, diagrams, &c., of physical and historical geography have been collected together and conveniently classified for the use of University students and instructors. The atlases and smaller portfolios are kept upon slides, arranged one above the other in a tier, but with open fronts, so that the titles of the folios can be easily seen. Wall maps are rolled up, ticketed, and suspended upon hooks, whence they can be quickly removed for temporary use in any class-room of the University. Great masses of loose maps, like those published by the United States Engineer Corps, and by the Government Surveys, can be easily controlled by means of a large chart table, fitted up with drawers of different sizes, each drawer furnished with an ingenious appliance (invented in one of the Government Departments at Washington) for raising a great mass of maps by means of an inserted slide which liberates the map beneath so that it can be drawn out without friction. In the geographical room are also collected the gazetteers, topographical dictionaries, histories of geography, treatises on comparative geography, Ritter's Erdkunde, Petermann's Mitteilungen, the writings of Peschel, Guyot, Reclus, Behm, etc.; the journals and bulletins of geographical societies; books of explorations, travels, voyages, etc. Here

[1] Droysen, Historik, 24.

also are the reports of the United States Coast and Geodetic Surveys. Reports of the various state and railroad surveys, of all the early military expeditions and government explorations, will gradually be added.

In the Johns Hopkins University, physical and historical geography are made the basis of instruction in historical and political science. By the aid of the best maps, more especially of relief maps, attention is called, in a course of class lectures, to the physical structure and conformation of various historic lands; to the influence of coast-lines, harbors, river-courses, plain and mountain, soil and climate, upon a nation's character and history. Such object-lessons concerning the physical structure of the earth's surface become an important means for teaching the outlines of universal history. For example, amid all the variation of political species and of the political geography of the Nile Valley, the valley itself remains to-day the basis of the Egyptian question. Not only ancient but modern history of Egypt becomes more intelligible from a consideration of its physical geography. The remotest past can be connected with the immediate present by such a bridge. England's occupation of Egypt seems not so far removed from the Roman conquest when we consider a map of the Mediterranean basin and study its relation to the eternal Eastern Question. The gradual discovery and political occupation of the world by the powers of christendom, the heirs of old Rome, can be shown by a series of maps whereon the widening areas of geographical knowledge are sharply outlined. Students should learn from maps of African exploration and of circum-polar observations that the old work of conquest is still going on. The relation of European States to Western Africa and to the opening of the river Congo is much the same in principle as the relation of Spain, Portugal, France, and England to the opening of the new world. For most students comparative history, like comparative geography, is almost an undiscovered country. The

two sciences go hand in hand and can surely be fostered together.

In the geographical bureau has lately begun an interesting study of the local geography of Baltimore, with a view to the preparation of a better physical and topographical map than any now in existence. This study, begun in the interests of the University Field Club by Mr. A. L. Webster (lately connected with the U. S. Geological Survey), will be for local geography what a study of town and parish records is for local institutions. The first step is to examine every thing that is already known about Baltimore geography, to collect all the maps that are available, then to discover fresh facts by exploration and to apply modern scientific methods to a new graphical representation of the entire field. There will be a certain valuable process of education for students in collecting new information for this map, and also in learning the practical arts of modern topography.

Statistical Bureau.

Adjoining the geographical room is a room devoted to statistics. Here are collected the census reports of the United States and of certain foreign countries and foreign cities. The publications of the Prussian Bureau of Statistics and of our own national bureau are fairly represented, together with the statistical documents published by the individual states and cities of the Union. Here is gathered whatever relates to the population and products of the earth; national resources; public domains; forests; crops; fisheries; railroads; canals; industries; international expositions. Here also are the various files of almanacs, calendars, statesman's year-books, hand-books of statistics, &c. The possibilities of development for such a department are very great, if proper attention is bestowed upon it. One has only to examine the catalogue of the Prussian Bureau of Statistics, with its 80,000 volumes, to realize what this science means.

The Historical and Political Science Association.

The question is often asked, in what respect is the Historical and Political Science Association different from the Seminary of Historical and Political Science. The answer is that the Seminary is, and always has been, the inner circle of university-students; the Association is the Seminary in its associate capacity, which embraces an outer circle of honorary members. The Seminary is the active membership, the life-principle of the Association, which latter is maintained by natural selection and the survival of the fittest.

The origin of the Historical and Political Science Association dates back to the 19th of December, 1877. It was a natural development of the original Historical Seminary, which had been in existence since the opening of the University, and which was early spoken of as an Historical Association. The following extract from original records indicates the purpose of the new organization. "At the meeting of the Historical Association [Seminary], held December 15, [1877,] it was expressed as the sense of that body that there should be formed, under the auspices of the University, an organization which may take cognizance of other than historical questions and embrace among its members other than historical students."

The enlarged idea of the original Seminary was to form an association with students of political science, more especially with certain young lawyers in the city of Baltimore, who were engaged in the pursuit of this branch of learning. The scope of the Historical Association was to be widened into a kind of *Staatswissenschaftlicher Verein*, or Political Science Union like that in Heidelberg University, which organization had some influence upon the Baltimore Association. Students, professors and a few professional men, interested in historical and political studies, met together one evening each month in Hopkins Hall for the discussion of papers or communications which were thought to be of more general

interest than those ordinarily prepared in connection with class lectures or seminary work. The Association was regarded as a public meeting of the Seminary, with its invited guests.

The total membership originally comprised about a dozen graduate students and young instructors, some of whom were more especially devoted to the study of literature and philology. Among such associate members were Dr. Charles R. Lanman, now professor of Sanskrit in Harvard University; Dr. Josiah Royce, lecturer on philosophy in the same institution; Dr. Maurice Bloomfield, now associate professor of Sanskrit, Johns Hopkins University; Mr. A. Duncan Savage (at one time associated with Cesnola in the New York Metropolitan Museum); Mr. Allan Marquand, the newly appointed professor of art history at Princeton College; and several others. The membership gradually increased to about forty, through the election of certain young lawyers and other gentlemen of culture in the city of Baltimore. The attendance upon the monthly meetings of the Association sometimes ranged as high as fifty persons. The president of the University has always been the acknowledged head of the Association and occasionally presides at its meetings. The original secretary was Dr. Henry Carter Adams, now professor of political economy in Cornell and Michigan Universities. The present director of the Seminary succeeded to the secretary's office in the Association, December 19, 1878.

The character of the Association has changed with the character and size of the Seminary. Student-members have graduated and many former associate-members have given place to more active workers. The Seminary, or the inner circle, has gradually increased since 1876 from six or eight working members to twenty-five. No undergraduates, and no graduates who are not devoting their chief energies to Historical and Political Science in the Johns Hopkins University, are now permitted to join the Seminary. The associate-members still retained, or chosen from time to time by

this body, are naturally somewhat different from those formerly enrolled. The present custom is to regard as associates of the Seminary, those whom it wishes to honor or those who have contributed to its published studies, or public proceedings, by an original paper or a reported address. Among such honorary associate members are Dr. Frank Austin Scott; Hon. T. M. Cooley; Professor Henry Carter Adams; W. T. Brantly, Esq. (Baltimore); Professor William F. Allen; Edward A. Freeman, LL. D.; Professor Dr. H. von Holst; James Bryce, M. P.; Hon. Andrew D. White; Dr. Wm. Hand Browne; Professor Justin Winsor; Professor E. Emerton (Harvard); Dr. Edward Channing (Harvard); Dr. Denman W. Ross (Cambridge, Mass.); Professor George S. Morris; Dr. G. Stanley Hall; Professor Alexander Johnston (Princeton); Hon. John H. B. Latrobe (President, Md. Hist. Soc.); John C. Rose (Asst. Professor, Univ. of Md.); Colonel William Allan (McDonogh Inst.); Rev. Dr. Philip Schaff (Union Theol. Sem.); Talcott Williams (The Press, Phila.); William B. Weeden (Providence, R. I.); W. E. Foster (Providence); Professor Jesse Macy (Iowa Coll.); Professor James K. Hosmer (St. Louis); Hon. Isaac D. Jones (Balto.); Rev. E. D. Neill (St. Paul); Joseph M. Worthington, M. D. (Annapolis); Jno. R. Quinan, M. D. (Balto.); W. T. Croasdale (Balto.); Dr. S. A. Harrison (Easton); Henry E. Shepherd (President, Coll. City of Charleston, S. C.); Professor James A. Harrison (Washington and Lee); Major J. W. Powell (National Museum, Washington); and several young lawyers and teachers in Baltimore.

Contributions to the Association, 1877–79.

Partial lists of contributions to the proceedings of the Association, from December 19, 1877, to April 4, 1879, were printed in the Annual Reports of the Johns Hopkins University, for 1878 (p. 56) and 1879 (p. 67); but a more complete list, taken from the original records, with the date of each communication,

is given below. No mention is made of book-notices and reports upon historical and political journals, etc., which latter exercises form very essential features of both Seminary and Association meetings:

The Village Communities of Ancient Germany and Mediæval England. An Introduction to the Study of New England Towns and the Institutions of Local Self-Government in America. By H. B. ADAMS. December 19, 1877.

Tramps. A paper afterwards read before a public convention, in Baltimore, of Maryland gentlemen, for the discussion of the tramp-question. By H. C. ADAMS. December 19, 1877.

The Economy of Coöperation. An Essay afterwards read before the *American Social Science Association* at its meeting in Cincinnati. By H. C. ADAMS. January 11, 1879.

Review of Dr. Woolsey's Theories concerning the Educational Power of the State. By D. C. GILMAN. January 11, 1878.

Greek Cities. Fragments from Greek writers, illustrating the historical village community and the Federal Constitution of the Commonwealth of Greece. By A. D. SAVAGE. January 11, 1878.

The *Tractatus Theologico-Politicus* of Spinoza. A Philosophical Essay in which Spinoza was presented as the champion of religious liberty. By JOSIAH ROYCE. March 11, 1878.

The Punitive Power of the State. An inquiry into the grounds of legal punishment and an examination of the views advanced in Woolsey's Political Science. By WILLIAM T. BRANTLY. March 11, 1878.

Bribes in Greece. By W. J. BERRY. March 11, 1878.

Incidents of Historical Research in the State Department at Washington. By AUSTIN SCOTT. March 11, 1878.

The Grand Jury System. By Judge T. M. COOLEY. March 11, 1878.

The Ordinance of 1787 for the Government of the North-Western Territory. A paper showing the historic origin of this Act of National Legislation and the importance of the ordinance as an element of Constitutional Law. By AUSTIN SCOTT. March 29, 1878.

The original Conception of the Town as an Institution. By W. F. ALLEN, of the University of Wisconsin. March 29, 1878.

The Influence of Alexander Hamilton in the Formation of the Constitution of the United States. By JOSEPH H. TYLER. March 29, 1878.

The Maryland State Papers. A communication showing the wealth of historical materials now lying unpublished at Annapolis and in the library of the Maryland Historical Society. By H. B. ADAMS. March 29, 1878.

The Public School System; an inquiry as to its Foundations. By D. C. GILMAN. April 26, 1878.

The School System of Connecticut, with Particular Reference to that of New Haven. By F. A. WALKER, of Yale College. April 26, 1878.

The School System of Baltimore. By Hon. GEO. WM. BROWN. April 26, 1878.

Are Boards of Arbitration desirable? By GEORGE M. SHARP. April 26, 1878.

The Stone Age. A Review of Recent Works on Prehistoric Archæology. By H. B. ADAMS. October 11, 1878.

The Swiss Lake-Dwellings. By C. R. LANMAN. October 11, 1878.

The De-population of Central Greece in the Post-Classical Period. By E. G. SIHLER. October 11, 1878.

The National Archives. An explanation of the character and arrangement of the public documents and historical collections (letters, manuscripts, etc.) belonging to the United States. By AUSTIN SCOTT. October 11, 1878.

A Study of German Social Democracy. By A. MARQUAND. November 15, 1878.

A Review of the Question, "Was Maryland a Roman Catholic Colony?" By H. B. ADAMS. November 15, 1878.

Recent Complications in the School System of New Haven. By D. C. GILMAN. November 15, 1878.

Notes on Niebuhr's Life and Works. By E. G. SIHLER. November 15, 1878.

Lieber's "Reminiscences of Niebuhr." By D. C. GILMAN. November 15, 1878.

Primitive Aryan Mythology from the Standpoint of Indian Literature. By M. BLOOMFIELD. December 19, 1878.

Animistic Religion an Excrescence, not a Germ, of Vedic Religion. By C. R. LANMAN. December 19, 1878.

The Boundary Controversy between Maryland and Virginia. By E. GOODMAN. December 19, 1878.

Letter from Dr. Wm. Hand Browne upon Catholic Toleration in Maryland. December 19, 1878.

The first public Proposal of a Constitutional Convention for the United States. By AUSTIN SCOTT. December 19, 1878.

Methods of Historical Inquiry as Pursued at German Universities. A discussion of Seminaries and Seminary Libraries. By H. VON HOLST. January 24, 1879.

Maryland's Ratification of the Federal Constitution. By A. SCOTT. February 28, 1879.

The Position of Socialism in the Historical Development of Political Economy. By H. C. ADAMS. February 28, 1879.

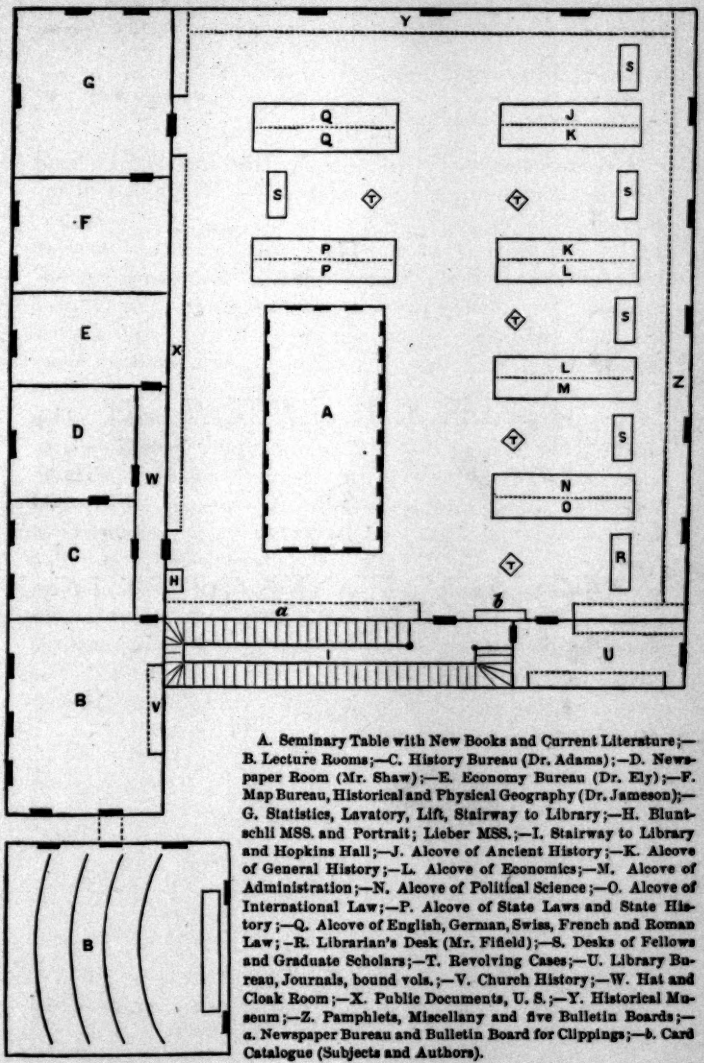
Moral Insanity as a Cause of Crime. By C. W. NICHOLS. February 28, 1879.

The Problem for Political Economy in the United States. By H. C. ADAMS. April 4, 1879.
Attic Colonization. By E. G. SIHLER. April 4, 1879.
Methods of Historical Instruction as Pursued at Brown University. By Professor J. L. DIMAN. April 4, 1879.

All subsequent contributions to the Historical and Political Science Association are noted in the Johns Hopkins University Circulars, the publication of which began in December, 1879. Abstracts of the more important papers are there to be found and mention is made of most of the minor communications. No other records of the Association after October 23, 1879, have been preserved. A set of these abstracts has been arranged, with other printed matter, in a seminary scrap book. With the present year (1884) was instituted the office of a rotating secretary, serving for a single meeting. This institution was adopted from Professor Paul Frédéricq's seminary in Liège, and by him from Conrad's seminary in Halle. The advantages of the practice are the greater variety and interest resulting from the reports of rival secretaries, in addition to valuable training for students themselves. The reports are written by the various secretaries upon uniform paper and are duly arranged in the scrap-book, together with the printed abstracts of the proceedings as revised by the director of the seminary for the University Circulars. The basis of the printed abstract is usually furnished by the contributor of the reported paper.

The diagram upon the opposite page, illustrating the Seminary of Historical and Political Science, was drawn by Edward Ingle.

SEMINARY OF HISTORICAL AND POLITICAL SCIENCE.



A. Seminary Table with New Books and Current Literature;—B. Lecture Rooms;—C. History Bureau (Dr. Adams);—D. Newspaper Room (Mr. Shaw);—E. Economy Bureau (Dr. Ely);—F. Map Bureau, Historical and Physical Geography (Dr. Jameson);—G. Statistics, Lavatory, Lift, Stairway to Library;—H. Bluntschli MSS. and Portrait; Lieber MSS.;—I. Stairway to Library and Hopkins Hall;—J. Alcove of Ancient History;—K. Alcove of General History;—L. Alcove of Economics;—M. Alcove of Administration;—N. Alcove of Political Science;—O. Alcove of International Law;—P. Alcove of State Laws and State History;—Q. Alcove of English, German, Swiss, French and Roman Law;—R. Librarian's Desk (Mr. Fifield);—S. Desks of Fellows and Graduate Scholars;—T. Revolving Cases;—U. Library Bureau, Journals, bound vols.;—V. Church History;—W. Hat and Cloak Room;—X. Public Documents, U. S.;—Y. Historical Museum;—Z. Pamphlets, Miscellany and five Bulletin Boards;—*a*. Newspaper Bureau and Bulletin Board for Clippings;—*b*. Card Catalogue (Subjects and Authors).